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ABSTRACT

A Latin Pilot Study was initiated by the Alexandria City Schools in the school year 1972-73 and continued in 1973-74 in an attempt to increase the English reading skills of elementary students. It was proposed that Latin instruction with strong emphasis on relating English words to their Latin roots and affixes would strengthen reading skills, in terms of speed, accuracy, word recognition, and comprehension. The pilot study was directed at fifth and sixth graders, and instruction was via audiolingual techniques with audiolingual-visual materials. Students were pre- and post-tested with the Science Research Associates Assessment Survey reading subtests, and with the vocabulary, comprehension, speed, and accuracy subtests of the Gates-MacGintie Reading Tests and the Slosson Oral Reading Test. Statistical results do not justify the institution of a Latin curriculum in elementary schools for the express purpose of increasing English reading skills, although classroom teachers, principals, counsultants and administrators found the pilot program effective. Curricular materials used in the pilot project, sample conversations, games, survey questionnaires, and a list of resource materials follow the report. Curricular materials are divided into units, each including class activities, work sheets, games, puzzles, copies of transparencies, illustrations, and tests. (CLK)

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ED135240

FINAL REPORT

LATIN PILOT STUDY

ALEXANDRIA CITY PUBLIC SCHOOLS

U.S. DEPARTMENT OF HEALTH,
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Submitted by:

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PREFACE

The Latin Pilot Study was initiated in the desire to help develop new knowledge about the reading problems of elementary pupils and to determine the effectiveness of Latin instruction in solving these problems.

The curricular materials for the Latin Pilot Study were developed and/or gathered by Miss Margaret Ann Conley, Latin teacher.

The analysis of data was prepared by Miss Susan Samson, Coordinator of Research and Data Processing.

Additional personnel from the Alexandria City Public Schools who assisted with the project are as follows:

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The Principals of the
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Elementary Schools

The Cooperating Classroom
Teachers from Jefferson-
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and Mount Vernon Elementary
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Clerk-Typists, Instruction:
Mrs. Mary P. Bond
Miss Margaret A. Chisley

Grateful appreciation is expressed to the above persons and to the following for their invaluable assistance:

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Mr. Rudolph Masciantonio
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The School District of Philadelphia

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The Staff of the Division of Educational Research and Statistics, Virginia State Department of Education

The Staff of the Foreign Language Service, Division of Secondary Education, Virginia State Department of Education

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FINAL REPORT
LATIN PILOT STUDY
ALEXANDRIA CITY SCHOOLS

Introduction

A Latin Pilot Study was initiated by the Alexandria City Schools in the school year 1972-73 and continued in 1973-74. The project, under the Pilot Studies Program of the Virginia State Department of Education, received matching funds and technical assistance through the Department's Division of Educational Research and Statistics.

The Problem

A problem of great complexity is how to increase the English reading skills of elementary pupils. Many reading programs, state-wide and nation-wide, have been introduced with disappointing results and non-achievement of stated and expected goals.

Although the Alexandria School System has already given much attention to its reading program, ways are constantly being evaluated to improve instruction and learning in this area of the curriculum.

Since more than one half of English vocabulary is derived from Latin, it was proposed that Latin instruction with strong emphasis on relating English words to their Latin roots and affixes would strengthen students' reading skills.

According to William Riley Parker:[1]

> Latin has linguistic roots as well as cultural roots. Latin is the mother of five important languages of Europe and the Western Hemisphere, and is also the greatest benefactor of modern English.... More than fifty per cent of our total vocabulary is derived, at first or second hand, from the parent of the Romance languages; or to put it differently, approximately one out of every four Latin words has found its way into English. This is the factual basis of the often heard claim that a knowledge of Latin helps one to understand and to write — even to spell — English with greater precision.

An investigation into background literature proved formal research on the value of Latin instruction in strengthening reading skills to be extremely limited. The School Districts of Philadelphia, Pennsylvania and the District of Columbia, however, had conducted evaluative studies on the worth of Latin study in relation to reading and both reported positive findings.

---

[1] Distinguished Service Professor at Indiana University; author of The National Interest and Foreign Languages; former executive of the MLA (Modern Language Association of America); and, first chief of the Language Development Program in the United States Office of Education.

The objective of the Alexandria study was to determine the effectiveness of Latin instruction in increasing the English reading skills (speed and accuracy and word recognition and comprehension) of Intermediate II (fifth-grade) and Intermediate III (sixth-grade) pupils. Instruction was to be via audio-lingual techniques and audio-lingual-visual materials.

Procedure

Description

The proposal for the Alexandria Latin Pilot Study was submitted on a one-year basis for the school year 1972-73; however, it was proposed additionally that the study be continued in the school year 1973-74.

The project was under the direct supervision of the Assistant Superintendent for Instruction and the Director of Elementary Education; it was coordinated and guided by the Coordinator of Foreign Languages.

Essential team members in addition to the Latin classroom teacher were the Director of Guidance, the Coordinator of English and Reading, and the Coordinator of Research and Data Processing.

The Latin teacher, in addition to devoting time to classroom instruction, lesson planning, and travel between two schools, was occupied with the following activities:

1. Development of curricular materials
2. Preparation of audio-lingual-visual aids to accompany new materials
3. Development of a testing program
4. Search for, review of, and selection of teaching materials
5. On-going evaluation of the pilot-study project via conferences with students, parents, classroom teachers, consultants, and school and central-office administrators
6. Visitations to similar-objective Latin Programs

Three consultants, who observed the program a total of nine times during the first year of the study, were secured for the following purposes:

1. To assist with the organization of the pilot study
2. To advise the teacher concerning audio-lingual-visual techniques for teaching Latin
3. To advise the teacher in selection of materials
4. To observe classes to help determine the effectiveness of instruction and materials
5. To assist in the evaluation of stated performance objectives and related student achievement

Sampling

Prior to the opening of school in September, 1972 six Intermediate II (fifth-grade) classes — three from Jefferson-Houston Elementary School and three from Mount Vernon Elementary School — were selected to receive Latin instruction. The classes, chosen by the principals, included a representative cross section of reading levels at each school. The students received twenty minutes of Latin instruction per day.

After the selection of the experimental classes was completed, a computer printout was generated indicating the race, sex, and age in months of the subjects. The same data were secured for Intermediate II pupils at Cora Kelly Elementary School and Patrick Henry Elementary School. Pupils from these two schools were to be matched with pupils from Jefferson-Houston Elementary School and Mount Vernon Elementary School to provide a control group for the study.

Collection of Data

Scores on the March, 1972 SRA (Science Research Associates) Assessment Survey reading subtests, Blue Level, Form C were gathered for all students. Grade-equivalency and raw scores were recorded.

Matching of subjects was then completed on the basis of test scores, race, sex, and age in months. These matching factors were chosen to ensure that not only would students of similar reading capability be measured for the study, but also that a well-balanced racial, sex, and age-level representation would be achieved.

Tables I, II, and III show the distribution of experimental subjects by schools, race, and sex in the first year of the study, 1972-73.

TABLE I

DISTRIBUTION OF EXPERIMENTAL SUBJECTS BY SCHOOLS
1972-73

Jefferson-Houston-----	67
Mount Vernon----------	78
Total	145

TABLE II

DISTRIBUTION OF EXPERIMENTAL SUBJECTS BY RACE
1972-73

Black-----------------	87
White-----------------	58
Total	145

TABLE III

DISTRIBUTION OF EXPERIMENTAL SUBJECTS BY SEX 1972-73

Boys------------------	79
Girls-----------------	66
Total	145

During the summer of 1973 elementary school attendance districts were redrawn; consequently, Latin classes at Jefferson-Houston were distributed in four other schools. Additionally, enrollments declined during that period which affected the number of both experimental and control subjects at all schools.

A sufficient nucleus of Jefferson-Houston students transferred to William Ramsay Elementary School to continue Latin instruction there in two classes. The necessary control subjects were designated from the original control group of students from Cora Kelly Elementary School who had been assigned to John Tyler Elementary School.

Experimental and control subjects were again matched using the previously described procedure. In addition to test scores from the March, 1973 SRA testing, grade-equivalency and raw scores for the vocabulary, comprehension, and speed and accuracy subtests of the Gates-MacGinitie Reading Tests and the Slosson Oral Reading Test were recorded and used in the matching procedure.

The decision to administer the Slosson Oral Reading Test was based on the fact that some of the experimental and control subjects experienced considerable apprehension at test-taking. The Slosson Oral Reading Test is administered by the teacher to the individual student and is based on the ability of the student to pronounce words at different levels of difficulty. The words have been taken from standardized school readers. It was felt that including this test might result in a more accurate assessment of the reading ability of some students because of the method of test administration.

All students were retested on the above tests in the spring of 1974 to assess their development in reading skill areas during the second year of the study.

Table IV is a summary of the sources of test data used to match experimental and control subjects and to assess development of reading skills.

TABLE IV

SUMMARY OF TEST DATA GATHERED

TEST	DATE	ADMINISTRATION	SCORING
SRA Assessment Survey Reading Subtests: Green Level, Form F	March, 1973	Teachers	Machine
SRA Assessment Survey Reading Subtests; Green Multilevel, Form E and F. Posttest	March, 1974	Guidance Counselors	Hand
Slosson Oral Reading Test. Pretest Posttest	 April, 1973 April, 1974	Reading Specialists	Hand
Gates-MacGinitie Reading Tests: Survey D, Form 3M. Pretest Posttest	 May, 1973 May, 1974	Reading Specialists	Hand

The below tables give the final distribution of experimental and control subjects by schools, race, and sex in the second year of the study, 1973-74.

TABLE V

FINAL DISTRIBUTION OF EXPERIMENTAL SUBJECTS BY SCHOOLS

William Ramsay-------	19
Mount Vernon---------	41
Total	60

TABLE VI

FINAL DISTRIBUTION OF EXPERIMENTAL SUBJECTS BY RACE

Black---------------	32
White---------------	28
Total	60

TABLE VII

FINAL DISTRIBUTION OF EXPERIMENTAL SUBJECTS BY SEX

Boys---------------	32
Girls--------------	28
Total	60

TABLE VIII

FINAL
DISTRIBUTION OF CONTROL
SUBJECTS BY SCHOOLS

John Tyler----------	19
Patrick Henry-------	41
Total	60

TABLE IX

FINAL
DISTRIBUTION OF CONTROL
SUBJECTS BY RACE

Black--------------	24
White--------------	36
Total	60

TABLE X

FINAL
DISTRIBUTION OF CONTROL
SUBJECTS BY SEX

Boys---------------	29
Girls--------------	31
Total	60

TABLE XI

FINAL DISTRIBUTION OF THE COMBINED SUBJECTS BY RACE

Black--------------	56
White--------------	64
Total	120

TABLE XII

FINAL DISTRIBUTION OF THE COMBINED SUBJECTS BY SEX

Boys---------------	61
Girls--------------	59
Total	120

Analysis of Data

The table below shows the results of a statistical analysis (t-test for differences among group means) for the SRA and Gates-MacGinitie pretests.

TABLE XIII

t-VALUES, DEGREES OF FREEDOM, LEVEL OF SIGNIFICANCE SRA AND GATES-MACGINITIE PRETESTS

EXPERIMENTAL SCHOOL MOUNT VERNON/CONTROL SCHOOL PATRICK HENRY

SUBTEST	t-VALUE	D.F.	LEVEL OF SIGNIFICANCE
SRA Total Reading	1.39	59	n.s.
SRA Vocabulary	1.83	72	n.s.
SRA Comprehension	1.36	61	n.s.
Gates-MacGinitie Vocabulary	0.86	80	n.s.
Gates-MacGinitie Comprehension	0.53	80	n.s.
Gates-MacGinitie Speed and Accuracy	1.85	80	n.s.

EXPERIMENTAL SCHOOL WILLIAM RAMSAY/CONTROL SCHOOL JOHN TYLER

SUBTEST	t-VALUE	D.F.	LEVEL OF SIGNIFICANCE
SRA Total Reading	0.49	32	n.s.
SRA Vocabulary	0.86	33	n.s.
SRA Comprehension	1.47	33	n.s.
Gates-MacGinitie Vocabulary	1.37	36	n.s.
Gates-MacGinitie Comprehension	0.23	36	n.s.
Gates-MacGinitie Speed and Accuracy	1.09	36	n.s.

Table XIV shows the results of a statistical analysis (chi square test for differences in the proportion of scores above and below the median) of pretest scores on the Slosson Oral Reading Test. A chi square test was used because the test results were only available in grade-equivalency scores.

TABLE XIV

SLOSSON ORAL READING PRETEST RESULTS
CHI SQUARE ANALYSIS

SCHOOL	BELOW MEDIAN	AT OR ABOVE MEDIAN
Mount Vernon	23 (19)	16 (20)
Patrick Henry	15 (19)	24 (20)
median grade equivalency score = 6.6 expected frequencies in parentheses		$x^2= 3.16$ d.f.= 1 not significant at p.05 level

SCHOOL	BELOW MEDIAN	AT OR ABOVE MEDIAN
William Ramsay	7 (8.5)	11 (9.5)
John Tyler	10 (8.5)	8 (9.5)
median grade equivalency score = 5.5 expected frequencies in parentheses		$x^2= 3$ d.f.= 1 not significant at p.05 level

As can be seen from Tables XIII and XIV, the differences in the pretest scores of the experimental and control groups were not statistically significant. It can be concluded that the student's reading skills -- to the extent that the pretests administered measured these skills — were equivalent.

Tables XV and XVI compare the posttest scores for the experimental and control groups.

TABLE XV

t-VALUES, DEGREES OF FREEDOM, LEVEL OF SIGNIFICANCE SRA AND GATES-MACGINITIE POSTTESTS

EXPERIMENTAL SCHOOL MOUNT VERNON/CONTROL SCHOOL PATRICK HENRY

SUBTEST	t-VALUE	D.F.	LEVEL OF SIGNIFICANCE
SRA Total Reading	0.45	76	n.s.
SRA Vocabulary	0.95	76	n.s.
SRA Comprehension	0.06	77	n.s.
Gates-MacGinitie Vocabulary	0.48	79	n.s.
Gates-MacGinitie Comprehension	0.44	79	n.s.
Gates-MacGinitie Speed and Accuracy	1.61	79	n.s.

TABLE XV (CONTINUED)

EXPERIMENTAL SCHOOL WILLIAM RAMSAY/CONTROL SCHOOL JOHN TYLER

SUBTEST	t-VALUE	D.F.	LEVEL OF SIGNIFICANCE
SRA Total Reading	0.64	34	n.s.
SRA Vocabulary	1.14	34	n.s.
SRA Comprehension	0.09	34	n.s.
Gates-MacGinitie Vocabulary	0.67	36	n.s.
Gates-MacGinitie Comprehension	1.56	36	n.s.
Gates-MacGinitie Speed and Accuracy	0.36	36	n.s.

TABLE XVI

SLOSSON ORAL READING POSTTEST RESULTS CHI SQUARE ANALYSIS

SCHOOL	BELOW MEDIAN	AT OR ABOVE MEDIAN
Mount Vernon	15 (19.5)	24 (19.5)
Patrick Henry	24 (19.5)	15 (19.5)
median grade equivalency score = 7.85 expected frequencies in parentheses		$x^2 = 4.04$ d.f. = 1 significant at p.05 level

SCHOOL	BELOW MEDIAN	AT OR ABOVE MEDIAN
William Ramsay	6 (9)	12 (9)
John Tyler	12 (9)	6 (9)
median grade equivalency score = 6.5 expected frequencies in parentheses		$x^2 = 3.76$ d.f. = 1 not significant at p.05 level

From the analysis on the posttest scores, it can be observed that the experimental group at Mount Vernon Elementary School did perform better than the control group at Patrick Henry Elementary School on one of the tests— the Slosson Oral Reading Test. All other differences between the experimental and control groups would have to be attributed to chance variations in test results.

Conclusions

The analysis of pretest data indicates that the experimental and control subjects were well matched. The only statistically significant difference in posttest results was for the Mount Vernon/Patrick Henry students on the Slosson Oral Reading Test. This test, however, is not a valid enough testing instrument to justify disregarding the results indicated by the SRA and Gates-MacGinitie Tests.

In considering the results, however, the following limiting factors which altered and/or affected the research on the Latin Pilot Study should be kept in mind:

1. The samples were very small, particularly in the William Ramsay/John Tyler group. Because of the declining enrollments and the reorganization of the elementary schools, there were only 18 pairs in the William Ramsay/John Tyler group and 39 pairs in the Mount Vernon/ Patrick Henry group. It would require a very large difference in outcomes to be certain that the results were not occurring due to chance variations in the sample subjects observed.

2. It is possible that a more reliable assessment of reading skills — perhaps an individual in-depth assessment of each student — would have provided a better data base with which to work. The results on the Slosson Oral Reading Test indicate that perhaps a testing environment in which students would feel less apprehensive might yield more reliable data.

3. Some students experienced considerable difficulty in adjusting to a new school environment.

4. Experimental students at Jefferson-Houston Elementary School in 1972-73 were from three intact classes and reported as a group for Latin instruction. In 1973-74, following the reorganization of elementary schools, the nucleus of experimental students assigned to William Ramsay Elementary School were divided among eight different classes, were often late in reporting to the Latin class, or failed to report to class.

5. The band schedule at William Ramsay Elementary School prevented one half of the experimental students from attending Latin class more than four days per week.

6. The turnover experienced in classroom teacher and administrative personnel at the experimental schools during the second year of the study contributed to the unsettled conditions resulting from the relocation of students.

Collecting more reliable pretest and posttest assessments of reading skills and expanding the sample size might provide a better measurement of the effects of Latin instruction. The results of the initial study, however, are not sufficiently convincing to recommend that the school system institute a Latin curriculum in the elementary schools for the express purpose of increasing the English reading skills of students.

Informal Evaluation

Evaluative procedures comprised the following:

1. Latin teacher's evaluations
    a. Records of individual student's daily work
    b. Probatio (tests)
    c. Records of conferences with students, parents, school administrators, and consultants
    d. "Report cards"
    e. Letters to parents
    f. Student questionnaire
    g. Parent questionnaire
2. Classroom teachers' written evaluations
3. Principals' written evaluations
4. Class visits and observations by consultants, administrators, and State Department of Education personnel

Latin students were tested on classroom work at regular intervals. Copies of these tests and worksheets are included in the Sections on Curricular Materials for Intermediate II (Fifth-Grade) Pupils and Curricular Materials for Intermediate III (Sixth-Grade) Pupils.

The Latin teacher informed parents regularly of their child's progress via a "report card," a copy of which may be found in Appendix B. The following "grades" were issued:

Optime quidem------- Excellent work
Optime-------------- Very good work
Bene quidem--------- Good work
Bene, sed diligentior esse potest------- Good work, but the student can work harder

The distribution of "grades" in percentages by schools and years was as follows:

Jefferson-Houston, 1972-73

Optime quidem----- 5%
Optime------------ 52%
Bene quidem------- 37%
Bene,
sed diligentior
esse potest--- 6%

William Ramsay, 1973-74

Optime quidem-- 5%
Optime--------- 74%
Bene quidem---- 21%

Mount Vernon, 1972-73

Optime quidem--- 8%
Optime---------- 51%
Bene quidem----- 37%
Bene,
sed diligentior
esse potest-- 4%

Mount Vernon, 1973-74

Optime quidem---- 12%
Optime----------- 46%
Bene quidem------ 34%
Bene, sed
diligentior
esse potest--- 8%

At the beginning of the program in September, 1972 the Latin teacher sent a letter to the parents of students explaining the program and inviting them to visit classes at their convenience.

Additional letters included invitations to special school programs where the Latin students would be performing and to Latin Open House Week which was held in the spring of each year. During the latter time each pupil's Latin folder, which contained work from the entire year, was made available for the parents perusal.

Also, a letter of explanation and a sample of the student's work accompanied each "report card."

A further letter was a "Happiness Note." These notes always emphasized the positive aspects of the students' learning and praised outstanding accomplishments and good work. Parents and students alike appreciated these notes.

The Latin teacher prepared and distributed a student questionnaire and parent questionnaire, copies of which may be found in Appendix D.

The students replied to their questionnaire as follows:

1. I have enjoyed being in the Latin Program.
    - a. very much---------------- 45%
    - b. somewhat----------------- 45%
    - c. not at all--------------- 10%
2. I would take Latin again if I had the chance.
    - a. yes --------------------- 29%
    - b. no --------------------- 23%
    - c. maybe-------------------- 48%
3. I feel that Latin has helped me in my other subjects.
    - a. yes---------------------- 76%
    - b. no----------------------- 24%
4. I enjoyed the first year of Latin more than the second.
    - a. yes---------------------- 45%
    - b. about the same----------- 45%
    - c. no----------------------- 10%
5. I enjoyed the second year of Latin more than the first.
    - a. yes---------------------- 17%
    - b. about the same----------- 42%
    - c. no----------------------- 41%

In addition, students indicated that the things they liked most about Latin were

1. studying about the gods and goddesses
2. learning Latin words
3. learning new English words
4. preparing projects such as the Latin newspapers and Roman calendars
5. learning about the Roman people
6. working word puzzles
7. playing Latin games

The things students liked least about Latin were

1. writing sentences
2. working

The students felt that Latin had helped them most in the following areas:

1. Reading--------------- 45%
2. Social Studies-------- 13%
3. Spelling-------------- 13%
4. Mathematics----------- 10%
5. English--------------- 6%
6. Work habits----------- 4%

The remaining percentage was divided among students who did not reply to the item or who answered, "Roman life," "language," and "all subject areas."

On the final item asking for other comments, 45% of the students replied. Of this number 83% gave a highly favorable evaluation of their Latin study and the teacher; the remaining 17% gave a negative evaluation and said they did not want to take Latin again.

Thirty-six percent of the parents returned the parent questionnaire. They replied as follows:

1. My child has discussed with me activities in Latin class.

   a. frequently----------32%
   b. occasionally--------68%
   c. not at all

2. My child's response to the Latin Program on the whole has been favorable.

   a. yes-----------------93%
   b. no------------------ 7%

3. I feel that the Latin Program has been beneficial to my child.

   a. yes-----------------96%
   b. no------------------ 4%

4. I would like my child to continue his Latin study.

   a. yes-----------------86%
   b. no------------------14%

On the final item asking for other comments, 21% of the parents replied. All gave a very favorable evaluation of the program emphasizing that Latin study had helped their children in understanding English, increasing vocabulary, and broadening cultural horizons.

The classroom teachers, principals, consultants, administrators, and State Department of Education personnel unanimously agreed that the Latin Program was effective.

Excerpts from the classroom teachers' evaluations in regard to their students' progress are as follows:

1972-73

> The students have learned quite a lot of Latin words and phrases which they use in class in the various puzzles and games [the teacher] gives them to do. Many of my children need the feeling of achievement they get by being able to use Latin successfully to do this kind of work.
>
> One very specific example that the children are seeing words as derivatives happened recently in a social studies unit. They learned that the word crusade comes from the Latin word crux, which means cross. Much to my delight, when this was a question on the unit test, everyone got this correct. Latin derivatives have also come up in science work.
>
> In science there have been many words with Latin bases. The space program especially is an example of this, and the children have been proud to have learned basic scientific vocabulary in Latin class.
>
> Roman numerals had more meaning for the children because they knew the Latin words for the numerals.
>
> I definitely feel that this program has enhanced much of the subject matter of most of the children.

Students in my class enjoy Latin this year. I believe Latin strengthens and enriches my entire class in many areas of their education.

The children look forward each day to the Latin Programs and are very enthusiastic as are their parents.

The reading levels in my class of 25 range from 2.1 to 4th grade level.

The Latin Program has been very helpful in enlarging the vocabulary of my lower level pupils in particular. I feel the class as a whole has increased in their over all Language Arts skills.

In learning the Latin roots, [students] have increased their English vocabulary. It has also helped in their use of prefixes and suffixes. I feel it has also helped their spelling.

The students knowledge of the geography and history of Europe, Italy in particular, has increased as a direct result of the Latin Program. Use of the Roman numerals in the program has carried over into Math.

1973-74

Latin students have background in:

1. Ancient history (social studies)
2. Geography
3. Willing to participate in discussions covering these subjects.
4. Math:Roman numerals
5. Take pride in showing classmates and teacher end-of-year projects
6. Enjoy being special and getting special attention from another teacher

7. They become more responsible and reliable because they must leave for Latin on their own without being reminded.

The Latin Program has been highly successful and beneficial to my class.

I firmly believe the program has been helpful to students in Language Arts and Social Studies.

Outstanding was the teacher's ability to parallel the Latin Program with my Math and Language Arts Programs which increased the student's vocabulary tremendously.

CURRICULAR MATERIALS
FOR
INTERMEDIATE II (FIFTH-GRADE) PUPILS

CURRICULAR MATERIALS
FOR
INTERMEDIATE II (FIFTH-GRADE) PUPILS

Introduction

This materials section comprises a series of titled units. Within each unit there are numbered class activities and, where applicable, correspondingly numbered work sheets, games, puzzles, copies of transparencies, illustrations, and tests.

The only accent mark used is the macron over the final a (ā) in the ablative case of first declension nouns.

Unit A: Adaptation of "Latin and the Romans" from Romani Viventes et Dicentes (Philadelphia materials)

Class Activities

1. Students are greeted on the first day of class with "Salvete, discupuli." The teacher shakes each student's hand and says, "Salve." The student responds, "Salve."

2. Using a map of the Roman Empire the teacher asks, "Ubi est Roma?" and responds, "Roma est in Italiā."

Pointing at the map, the teacher asks the students, "Ubi est Roma?" and the students respond individually and chorally, "Roma est in Italiā." In the same manner the teacher introduces the question "Ubi est Italia?" and the response" Italia est in Europā."

3. The teacher tells the students about the Latin language and when it was used as a spoken language.

4. At the conclusion of the class period the teacher says, "Valete, discupuli." The teacher explains that vale and salve are used when addressing only one person, valete and salvete when addressing two or more persons. On leaving the class, the students respond with "Vale" to the teacher's "Valete, discupuli."

5. The Latin greetings are reviewed. Students are asked to turn to their neighbor, shake hands, and say, "Salve."

   Using the map the teacher reviews the questions "Ubi est Roma?" and "Ubi est Italia?"

6. An explanation of how Latin "grew up" into the Romance languages is given. The teacher draws a tree on the chalkboard with Latin at the root and the Romance languages in the branches.

7. Using the cassette tape the teacher introduces the song, "Ardet Roma," sung to the tune of Frere Jacques:

   Ardet Roma. Ardet Roma.
   Aquam infunde. Aquam infunde.
   Flammae! Flammae! Flammae!
   Flammae! Flammae! Flammae!
   Ding, dong, ding,
   Ding, dong, ding.

The students listen to the tape and repeat. After the song is learned, it may be sung in rounds. The song is repeated frequently in following daily sessions.

8. After singing "Ardet Roma," the pictures with plastic overlays of ancient Rome from Encyclopaedia Britannica are shown. The pictures show the reconstruction of ancient buildings and how they look today. Explanation of what happened to the structures is given.

9. Students are assigned their Latin names. For some students their English names go easily into Latin; e.g., Francis to Franciscus. For those students whose names cannot be Latinized, the names of ancient heroes, gods, goddesses, and statesmen are given.

10. Students learn "Quid est nomen tuum?" and the response "Nomen meum est________." The teaching approach is strictly audio-lingual.

11. Namecards with their Latin name printed on them are distributed to students. Holes can be punched in the namecards and colorful yarn strung to allow students to wear their namecards. As these cards are distributed each day, students are asked, "Quid est nomen tuum?" and are expected to reply, "Nomen meum est_________."

    The term praenomen is introduced later in a discussion of Roman nomenclature. The students make namecards by folding manila drawing paper in half vertically. One side of the namecard reads, Praenomen meum est __________; the other side reads, Nomen meum est ____________. The namecard is decorated by the students and remains on the students' desks.

12. Practice in saying the Latin names is given when the teacher calls the roll. The teacher says the student's name; the student stands and responds, "Nomen meum est _________." After the students are proficient in this area, they learn to respond to their Latin name with adsum. The direction for this is given by the teacher: "Omnes discipulos nominatim vocabo. Respondete, adsum."

13. The students act out a conventus which reviews material covered in this unit. The teacher reads the conventus aloud and has the students repeat. A cassette recorder can be used to tape the students' performance. Example:

Student A. Salve.
B. Salve
A. Quid est nomen tuum?
B. Nomen meum est _______.
Quid est nomen tuum?
A. Nomen meum est________.
Ubi est Roma?
B. Roma est in Italiā.
A. Vale.
B. Vale.

Name Card

Activity 11

Nomen meum est ______________.

Class Activities

1. The teacher introduces the Latin words for the numbers 1-5: unus, duo, tres, quattuor, and quinque. The numbers are represented on charts with the appropriate number of geometric figures; e.g., the chart for duo has two circles, the chart for tres has three squares.

   These charts are placed on the chalkboard; the teacher points to each chart and says the Latin word aloud several times. The students repeat individually and chorally.

   The teacher then calls out a Latin number chosen at random. A student volunteer comes to the chalkboard, points to the appropriate chart, and says the word aloud.

2. Students are asked to count in Latin from 1-5 and 5-1.

3. The Roman numerals can be supplied by the students and teacher and written on the chalkboard beneath the appropriate chart.

4. The Latin numbers for 6-10: sex, septem, octo, novem, and decem are introduced in the same manner as above.

5. Charts for the numbers 1-10 are placed on the chalkboard. Cards with printed words which match the numbers are shown and placed under the appropriate chart. Following this, English derivatives for the numbers are supplied by the teacher and students.

Students are told that an English derivative looks like the Latin root word and has approximately the same meaning as the Latin root.

6. The meanings of the derivatives are discussed. The students use the derivatives in sentences.

   Derivatives:

   unus - union, unite, unit, universe, uniform
   duo - duo, double, duet, duel
   tres - trio, triple, triplets, tricycle
   quattuor- quartet, quarter, quart
   quinque - quintet, quintuplets
   sex - sextet, sextuplets
   *septem - September
   *octo - October, octagon
   *novem - November
   *decem - December, decade

   * The discrepancy between the name of these months and their actual place in the American calendar is explained in Unit C: The Roman Calendar.

7. A worksheet on the Latin numbers is completed and checked in class.

8. The Latin song "Unus, Duo, Tres Romani" from the Philadelphia materials is taught using the cassette tape recording. The song is sung to the tune of "Ten Little Indians."

   Unus, duo, tres Romani
   Quattuor, quinque, sex Romani
   Septem, octo, novem, Romani
   Et decem Romani.

9. The fishing-box game (Appendix C) is used to review the English derivatives.

10. A worksheet on English derivatives is done and checked in class.

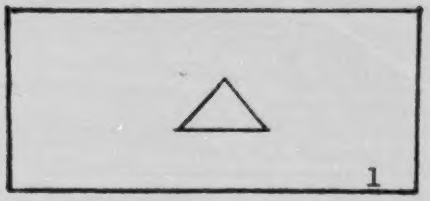
11. Students review Latin numbers by completing a worksheet.

12. A small group of students assemble in a circle at the front of the room with one of the students holding a ball. As the rest of the class sings "Unus, Duo, Tres Romani," the students in the circle pass the ball to one another only when the Latin number is sung.

13. The students count off using the Latin numbers 1-10. As the teacher points to each chart on the board (without the Latin words), the students assigned that number stand and say the corresponding Latin word.

14. A worksheet on the Roman numerals is completed and checked in class.

Sample Charts Activity 1-6, 13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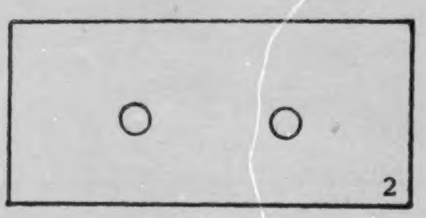
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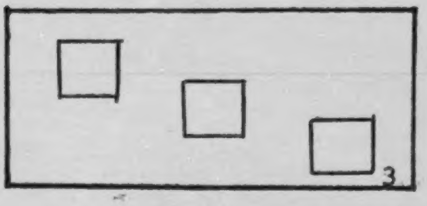
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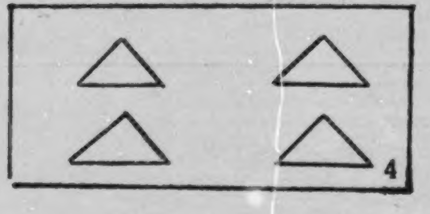
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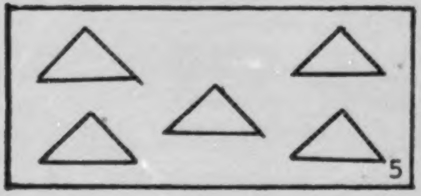
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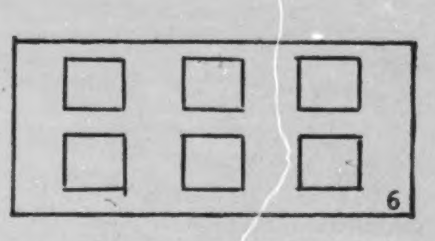
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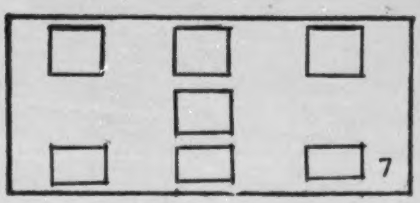
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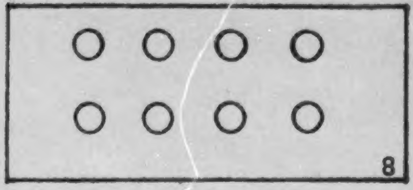
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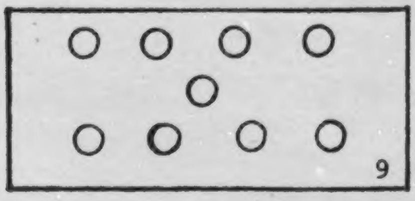
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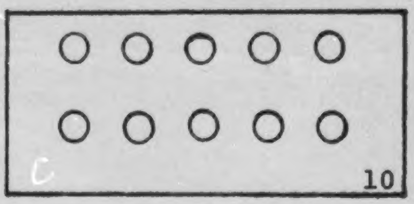
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Activity 7

NOMEN____________________

PUT THE RIGHT NUMBER OF CIRCLES IN EACH BOX.

DUO

TRES

SEX

OCTO

NOVEM

DECEM

QUINQUE

UNUS

SEPTEM

QUATTUOR

Activity 10

NOMEN ______________________________

DRAW A LINE BETWEEN THE LATIN NUMBER AND THE ENGLISH WORD THAT COMES FROM IT.

UNUS
DUO
TRES
QUATTUOR
QUINQUE
SEX
SEPTEM
OCTO
NOVEM
DECEM

TRICYCLE
DECADE
UNITE
QUARTET
NOVEMBER
DUET
SEXTUPLETS
QUINTUPLETS
OCTAGON
SEPTEMBER

Activity 11

NOMEN______________________

UNUS	I	SEX	VI
DUO	II	SEPTEM	VII
TRES	III	OCTO	VIII
QUATTUOR	IV	NOVEM	IX
QUINQUE	V	DECEM	X

1. Count in Latin from 1-10.

2. Count in Latin BACKWARDS from 10-1.

3. Give in Latin the ODD numbers from one to nine.

4. Give in Latin the EVEN numbers from two to ten.

WRITE IN LATIN THE ANSWERS

1. tres plus tres= ______________________
2. unus plus quattuor= ______________________
3. duo plus quinque= ______________________
4. unus plus unus= ______________________
5. quattuor plus quinque= ______________________
6. octo plus duo= ______________________
7. septem minus quattuor= ______________________
8. decem minus sex= ______________________
9. quattuor plus quattuor= ______________________
10. novem minus octo= ______________________

NOMEN________________________

ROMAN NUMERALS

1=I ________
2=II ________
3=III ________
4=IV ________
5=V ________
6=VI ________
7=VII ________
8=VIII________
9=IX ________
10=X ________

11= __________
12= __________
13= __________
14= __________
15= __________
16= __________
17= __________
18= __________
19= __________
20= __________

50=L _______
100=C _______
500=D ________
1000=M _________

REMEMBER

1. No same four Roman numerals may be used together
4=IV, NOT IIII
40=XL, NOT XXXX

2. Subtract from the left side
V=5 IV=4
X=10 IX=9

3. Add to the right side
V=5 VI=6
X=10 XI=11

LET'S TRY THESE!!!

I+III= ________
V+II= ________
IX-III= ________
IV-III= ________
V+V= ________

X+X= __________
X+V= __________
XI+III= __________
XIX-IV= __________
XX-X= __________

Class Activities

1. The Roman numerals are reviewed each month as the students make Roman calendars. Each student is given a calendar with the Roman holidays - the Kalends, the Nones, and the Ides-written on the page. The Roman numerals in the right corner of each block correspond to the dates in the American calendar.

   The students, by counting back from each holiday, fill in the Roman dates in Roman numerals. The teacher fills in a blank calendar, either a transparency or a large chart as the students fill in their own copies.

2. After the students have completed the calendar, a probatio (test) is given. The teacher asks the students to give the Roman dates for American dates. School and national holidays and students birthdays are dates frequently chosen. Example:

   > A test item reads, "Give the Roman date for December 25." The student finds the square on the December calendar marked XXV in the upper right-hand corner. The answer is the Roman date marked in the center of the square.

3. Students learn the Latin names of the days of the week after the exercise becomes familiar.

   Dies Solis-day of the sun - Sunday
   Dies Lunae-day of the moon - Monday
   Dies Martis-day of Mars - Tuesday
   Dies Mercurii-day of Mercury - Wednesday
   Dies Iovis-day of Jove - Thursday
   Dies Veneris-day of Venus - Friday
   Dies Saturni-day of Saturn - Saturday

4. Students' calendars are put on the bulletin board. Frequently, a student is asked to tell the date accoring to the Roman calendar; e.g., "Today is the eighth day before the Kalends of March."

5. Students are given instruction sheets and calendars to fill in during summer vacation.

SEPTEMBER MCMLXXII Activity 1

SOLIS	LUNAE	MARTIS	MERCURII	IOVIS	VENERIS	SATURNI
					I THE KALENDS	II
III	IV	V THE NONES	VI	VII	VIII	IX
X	XI	XII	XIII THE IDES	XIV	XV	XVI
XVII	XVIII	XIX	XX	XXI	XXII	XXIII
XXIV	XXV	XXVI	XXVII	XVIII	XXIX	XXX

OCTOBER MCMLXXII

Activity 1

SOLIS	LUNAE	MARTIS	MERCURII	IOVIS	VENERIS	SATURNI
I THE KALENDS	II	III	IV	V	VI	VII THE NONES
VIII	IX	X	XI	XII	XIII	XIV
XV THE IDES	XVI	XVII	XVIII	XIX	XX	XXI
XXII	XXIII	XXIV	XXV	XXVI	XXVII	XXVIII
XXIX	XXX	XXXI				

NOVEMBER MCMLXXII

Activity 1

SOLIS	LUNAE	MARTIS	MERCURII	IOVIS	VENERIS	SATURNI
			I THE KALENDS	II	III	IV
V THE NONES	VI	VII	VIII	IX	X	XI
XII	XIII THE IDES	XIV	XV	XVI	XVII	XVIII
XIX	XX	XXI	XXII	XXIII	XXIV	XXV
XXVI	XXVII	XXVIII	XXIX	XXX		

DECEMBER MCMLXXII

Activity 1

SOLIS	LUNAE	MARTIS	MERCURII	IOVIS	VENERIS	SATURNI
						I THE KALENDS
II	III	IV	V THE NONES	VI	VII	VIII
IX	X	XI	XII	XIII THE IDES	XIV	XV
XVI	XVII	XVIII	XIX	XX	XXI	XXII
XXIII XXX	XXIV XXI	XXV	XXVI	XXVII	XXVIII	XXIX

IANUARIUS MCMLXXIII

Activity 1

SOLIS	LUNAE	MARTIS	MERCURII	IOVIS	VENERIS	SATURNI
	I THE KALENDS	II	III	IV	V THE NONES	VI
VII	VIII	IX	X	XI	XII	XIII THE IDES
XIV	XV	XVI	XVII	XVIII	XIX	XX
XXI	XXII	XXIII	XXIV	XXV	XXVI	XXVII
XXVIII	XXIX	XXX	XXXI			

FEBRUARIUS MCMLXXIII

Activity 1

SOLIS	LUNAE	MARTIS	MERCURII	IOVIS	VENERIS	SATURNI
				I THE KALENDS	II	III
IV	V THE NONES	VI	VII	VIII	IX	X
XI	XII	XIII THE IDES	XIV	XV	XVI	XVII
XVIII	XIX	XX	XXI	XXII	XXIII	XXIV
XXV	XXVI	XXVII	XXVIII	XXIX		

MARTIUS MCMLXXIII

Activity 1

SOLIS	LUNAE	MARTIS	MERCURII	IOVIS	VENERIS	SATURNI
				I THE KALENDS	II	III
IV	V	VI	VII THE NONES	VIII	IX	X
XI	XII	XIII	XIV	XV THE IDES	XVI	XVII
XVIII	XIX	XX	XXI	XXII	XXIII	XXIV
XXV	XXVI	XXVII	XXVIII	XXIX	XXX	XXXI

APRILIS MCMLXXIII

Activity 1

SOLIS	LUNAE	MARTIS	MERCURII	IOVIS	VENERIS	SATURNI
I	II	III	IV	V THE NONES	VI	VII
VIII	IX	X	XI	XII	XIII THE IDES	XIV
XV	XVI	XVII	XVIII	XIX	XX	XXI ROME'S BIRTHDAY
XXII	XXIII	XXIV	XXV	XXVI	XXVII	XXVIII
XXIX	XXX					

MAIUS MCMLXXIII Activity 1,3

SOLIS	LUNAE	MARTIS	MERCURII	IOVIS	VENERIS	SATURNI
		I	II	III	IV	V
VI	VII THE NONES	VIII	IX	X	XI	XII
XIII	XIV	XV THE IDES	XVI	XVII	XVIII	XIX
XX	XXI	XXII	XXIII	XXIV	XXV	XXVI
XXVII	XXVIII	XXIX	XXX	XXXI		

CALENDARS

Remember these things when doing your calendars:

I. Count back from the next Roman holiday. Remember to count the holiday, too.

II. After the Ides the next Roman holiday is the Kalends of the next month.

III. You never have the Roman numeral II on your calendar. You have "the day before"instead.

IV. Do you remember what each day of the week means:

Dies Solis ---Day of the ______________
Dies Lunae ---Day of the ______________
Dies Martis---Day of __________________
Dies Mercurii--Day of__________________
Dies Iovis ----Day of _________________
Dies Veneris---Day of _________________
Dies Saturni---Day of _________________

HAVE FUN ! !

IUNIUS MCMLXXIII

Activity 5

SOLIS	LUNAE	MARTIS	MERCURII	IOVIS	VENERIS	SATURNI
					I THE KALENDS	II
III	IV	V THE NONES	VI	VII	VIII	IX
X	XI	XII	XIII THE IDES	XIV	XV	XVI
XVII	XVIII	XIX	XX	XXI	XXII	XXIII
XXIV	XXV	XXVI	XXVII	XXVIII	XXIX	XXX

IULIUS MCMLXXIII

Activity 5

SOLIS	LUNAE	MARTIS	MERCURII	IOVIS	VENERIS	SATURNI
I THE KALENDS	II	III	IV	V	VI	VII THE NONES
VIII	IX	X	XI	XII	XIII	XIV
XV THE IDES	XVI	XVII	XVIII	XIX	XX	XXI
XXII	XXIII	XXIV	XXV	XXVI	XXVII	XXVIII
XXIX	XXX	XXXI				

AUGUSTUS MCMLXXIII

Activity 5

SOLIS	LUNAE	MARTIS	MERCURII	IOVIS	VENERIS	SATURNI
			I THE KALENDS	II	III	IV
V THE NONES	VI	VII	VIII	IX	X	XI
XII	XIII THE IDES	XIV	XV	XVI	XVII	XVIII
XIX	XX	XXI	XXII	XXIII	XXIV	XXV
XXVI	XXVII	XXVIII	XXIX	XXX	XXXI	

Unit D: The Roman Family

Adaptation of Unit 2, "Getting to Know the Members of a Roman Family," from *Romani Viventes et Dicentes* (Philadelphia materials)

Class Activities

1. Before the unit on the Roman family is begun, the song, "Quis Magnum Lupum Timet?" is taught.

   Quis magnum lupum timet?
   Lupum timet? Lupum timet?
   Quis magnum lupum timet?
   Tra-la-la-la-la.

   In addition, students are introduced to the English derivatives of *magnum* and *timet* via the fishing-box game (Appendix C).

   As the students learn new vocabulary words associated with this unit, they use them to answer the question, "Quis magnum lupum timet?"; e.g., "Puer magnum lupum timet."

2. Using the visual cues, numbers 1-4, from the Philadelphia materials the teacher introduces the Roman family with Latin sentences:

   Marcus est.
   Julia est.
   Calpurnia est.
   Fabius est.

   The teacher holds the picture while saying the sentences aloud. The class repeats. The teacher then asks, "Quis est?" and gives the appropriate response.

The question is then asked of the students. Pointing to a class member the teacher asks another student, "Quis est?" and the student replies. This same procedure is used for all four pictures.

3. The sentences Marcus est puer and Julia est puella are introduced. The teacher says the sentence aloud and has the class repeat. The question, "Quis est Marcus?" is asked eliciting the response, "Marcus est puer." The teacher points to class members and asks, "Quis est ____________?" The student answer should be "_________ est puer" or "__________ est puella."

4. An exercise in the use of puer and puella (overhead transparency #1) is completed and checked in class.

5. The plural of est, puer, and puella is introduced using overhead transparency #2.

6. Information on the lifestyle of each family member is given.

   The overhead transparency (#3) of a ludus is shown.

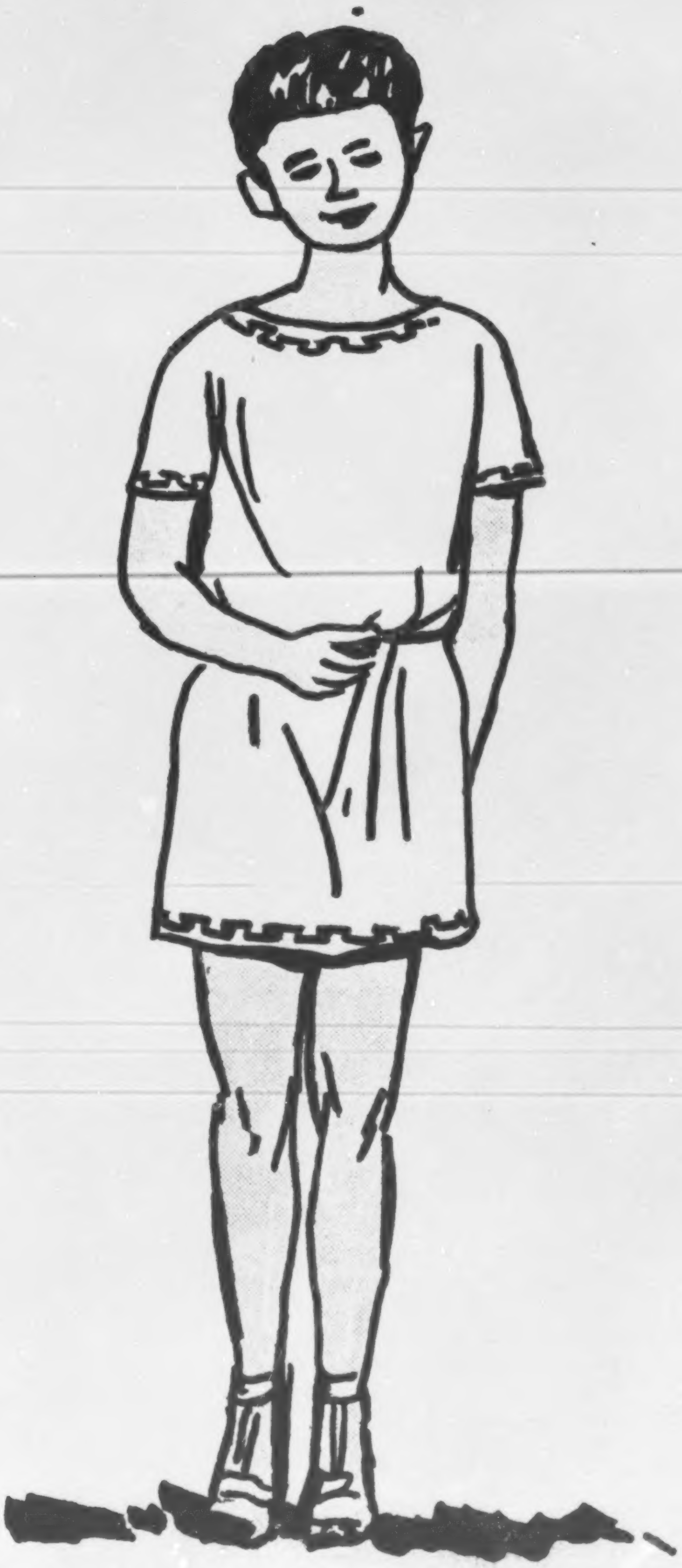
   The words stylus, graphium, magister, and magistra are introduced.

7. Using overhead transparency #4 the teacher introduces mater and pater and their English derivatives. Students practice the derivatives by using them correctly in their own sentences and in sentences given by the teacher.

8. Using overhead transparency #5 the teacher introduces filius, filia, frater, soror, discipulus, discipula, and their English derivatives.

9. Reinforcement of the new vocabulary is given via overhead transparency #6. The fishing-box game (Appendix C) is played to strengthen use of English derivatives.

10. A bingo game (Appendix C) employing the new vocabulary words and Roman numerals is prepared and played.



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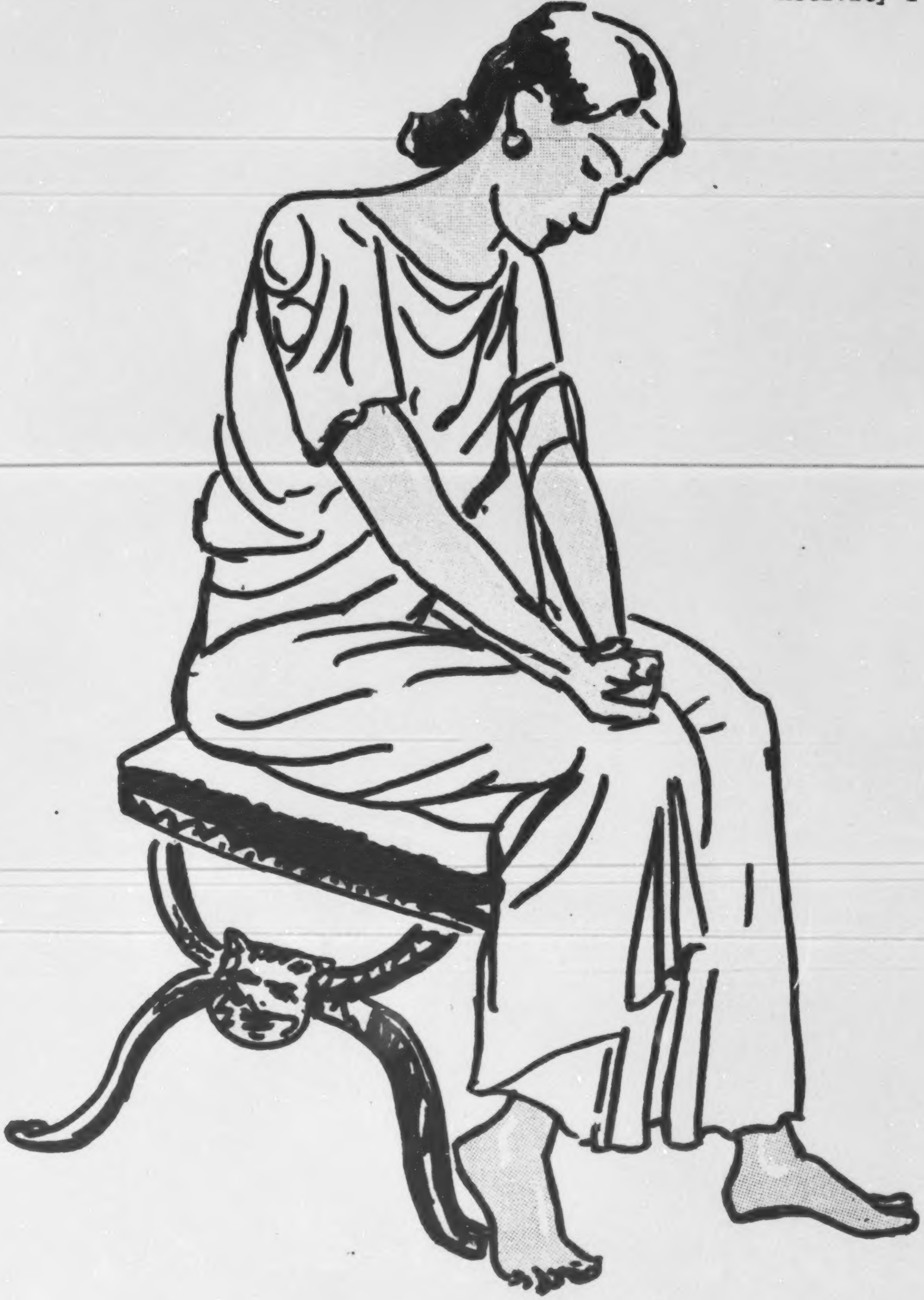

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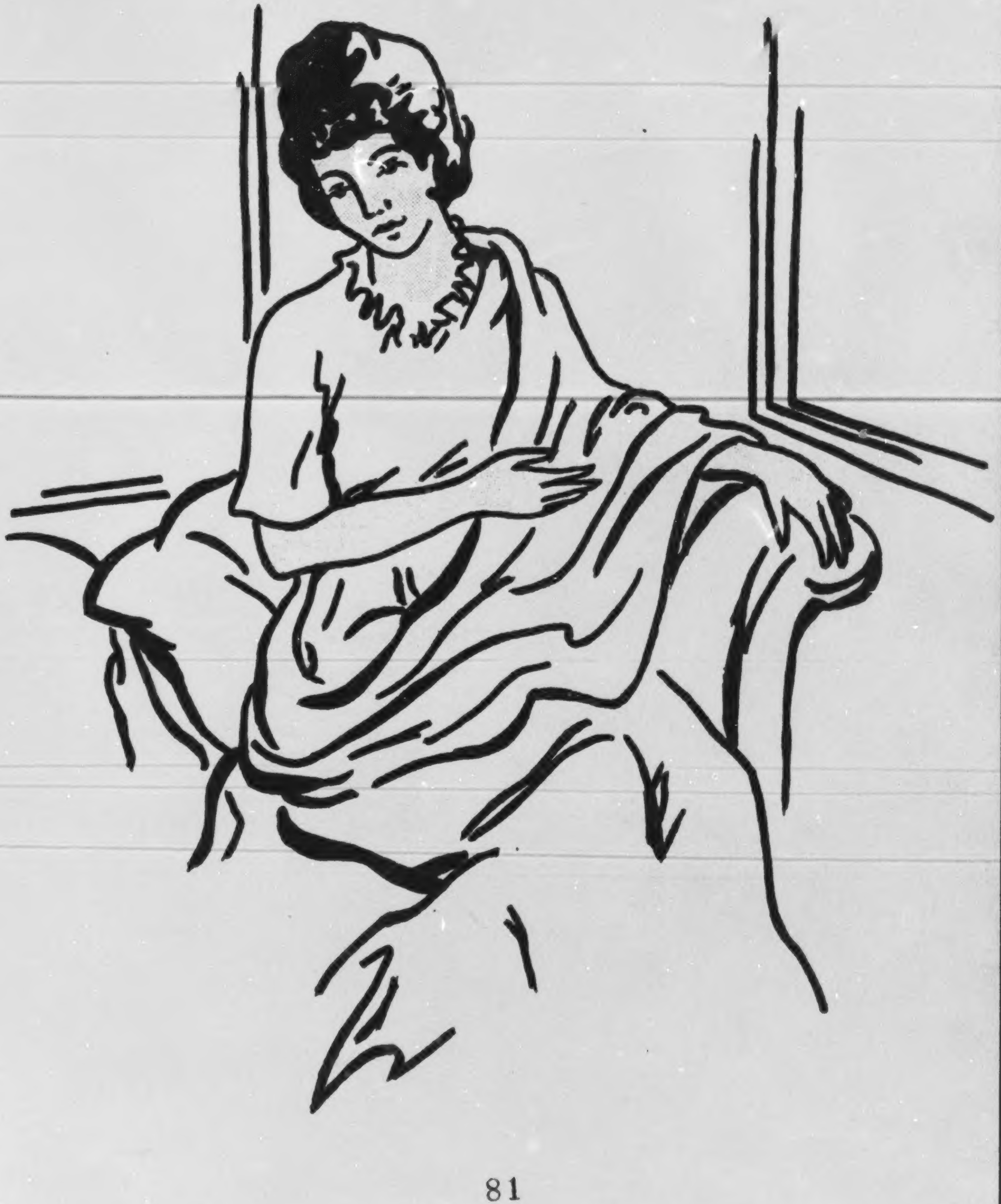

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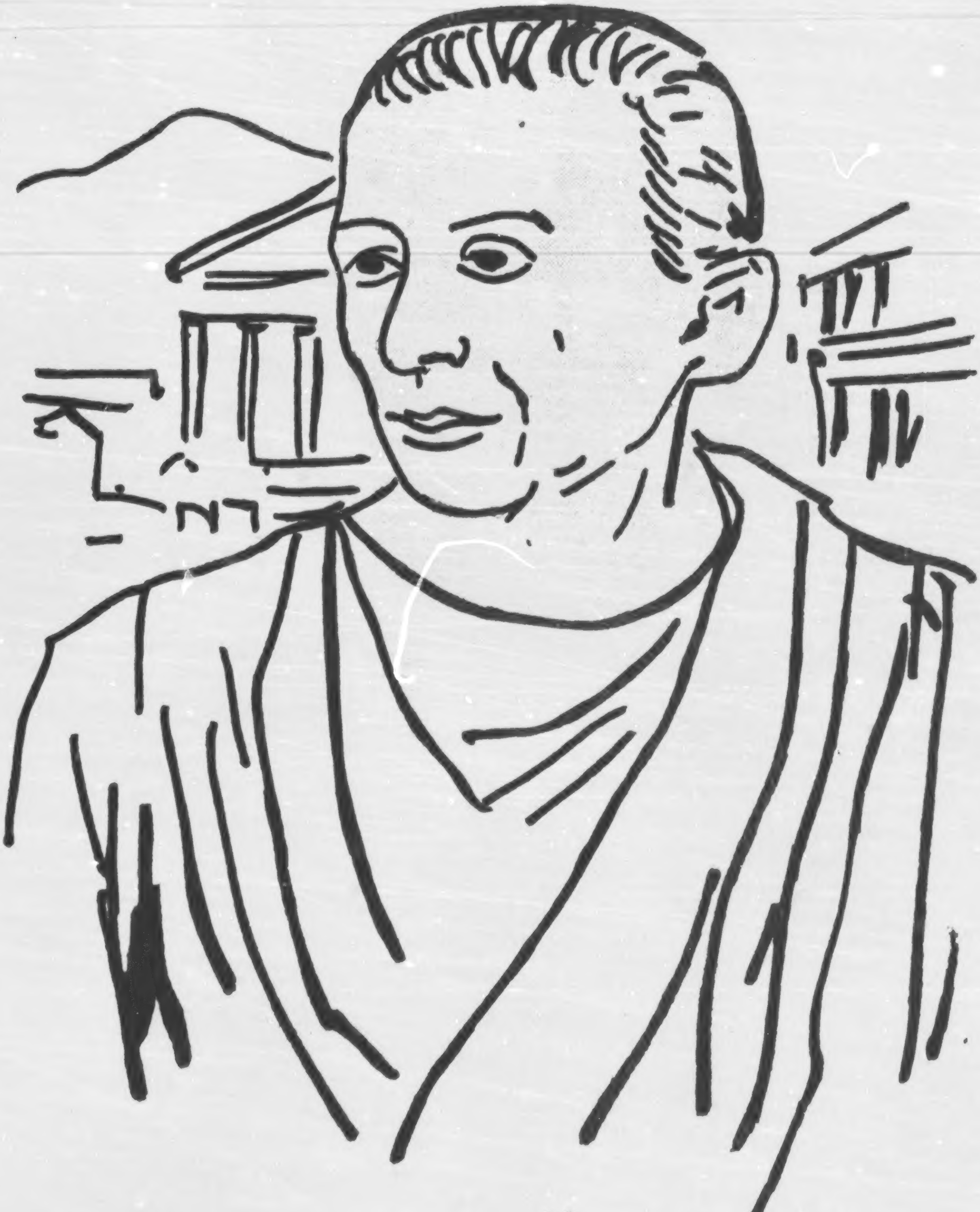


Probatio: Verum aut Falsum

I. Marcus est puer. ____________________

II. Julia est puer. ____________________

III. ____*____ est puella. ____________________

IV. ____*____ est puella. ____________________

V. Miss Conley est puer. ____________________

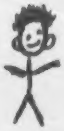
VI. ____*____ est puella ____________________

VII. ____*____ est puer. ____________________

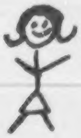
* Names of classmates, faculty members or administrative staff are inserted here.

Overhead Transparency #2 Activity 5

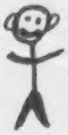
I. Marcus est.
Marcus est puer.



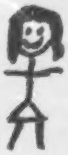
II. Julia est.
Julia est puella.



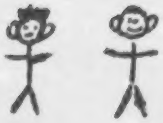
III. Publius est.



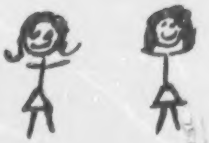
IV. Cornelia est.



V. Marcus et Publius sunt.
Marcus et Publius sunt pueri.



VI. Julia et Cornelia sunt.
Julia et Cornelia sunt puellae.



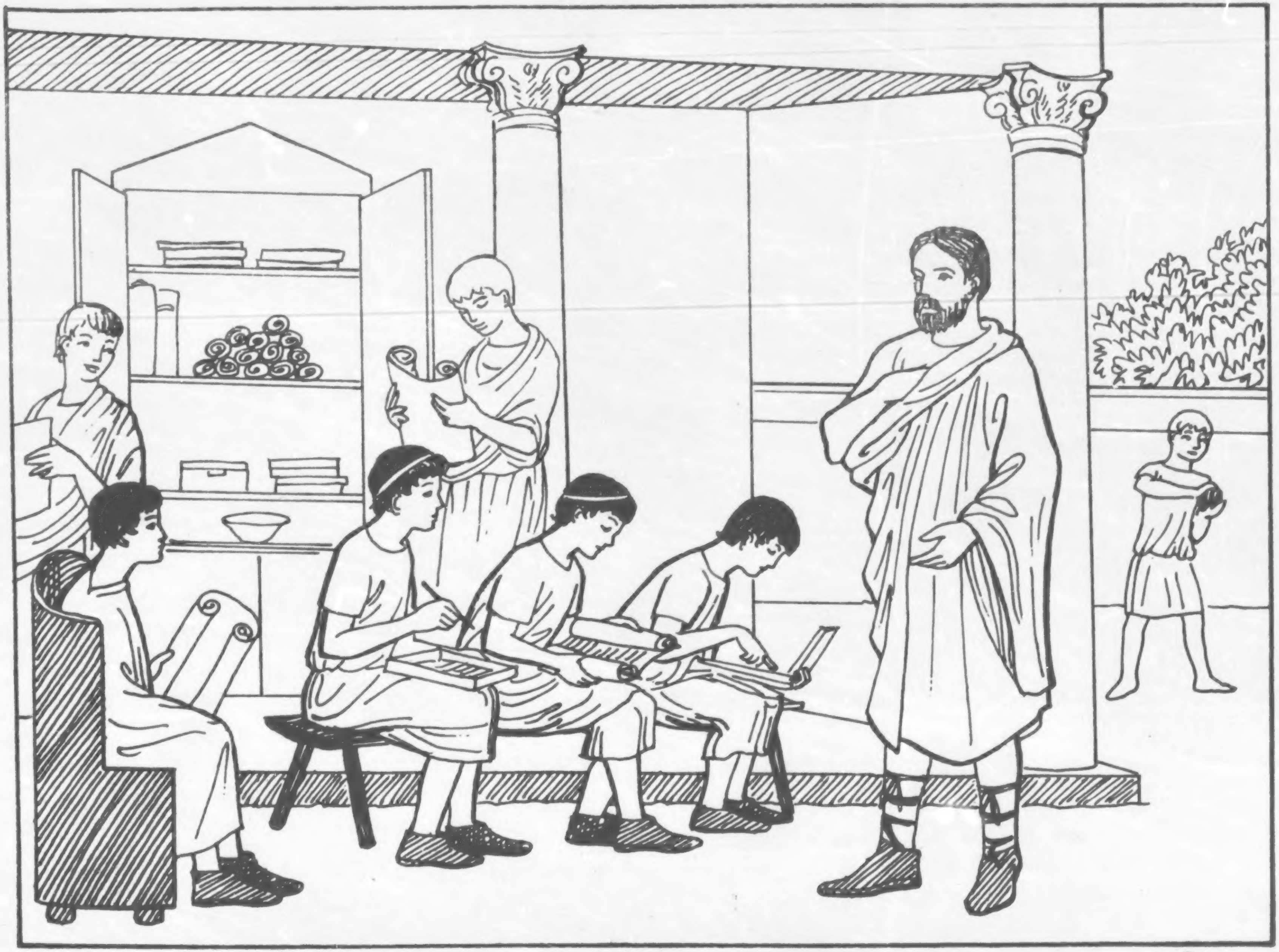
The teacher points to the first frame keeping the sentences covered and the picture exposed. Indicating the picture the teacher asks, "Quis est?" When the students give the correct reply," Marcus est." the answer is uncovered. The same procedure is followed for Frame II.

For Frames III and IV the teacher asks, "Quis est Publius?" and "Quis est Cornelia?" The students respond,"Publius est puer." and "Cornelia est puella."

For Frames V and VI the questions change to "Qui sunt?" and "Qui sunt Marcus et Publius?" and "Qui sunt Julia et Cornelia?" When the students answer correctly, the response is uncovered.

LUDUS

Cultural Scenes



Overhead Transparency #4 Activity 7

I. Marcus est.
Marcus est puer.

II. Julia est.
Julia est puella.

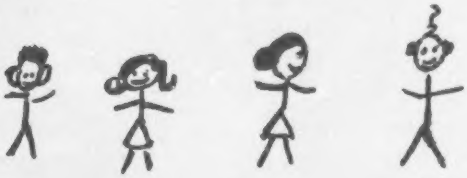
III. Calpurnia est.
Calpurnia est mater.

IV. Fabius est.
Fabius est pater.

English derivatives:

mater	pater
maternal	paternal
maternity	paternity
matriarch	patriarch

Overhead Transparency #5 Activity 8



The students supply the following words to describe the above pictures:

Marcus Calpurnia puer mater
Julia Fabius puella pater

Further description of above pictures:

Marcus est filius.
Julia est filia.

Marcus est frater.
Julia est soror.

Marcus est discipulus.
Julia est discipula.

English derivatives:

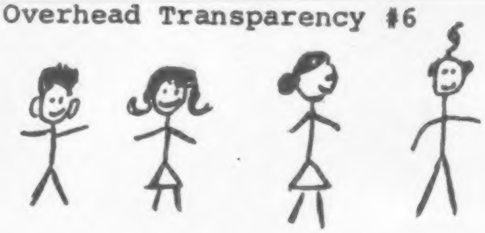
filius
filial

frater
fraternal
fraternity

soror
sorority

discipulus
disciple
discipline

Overhead Transparency #6 Activity 9



Quis est pater? ____________________

Quis est soror? ____________________

Quis est puella? ____________________

Quis est frater? ____________________

Quis est mater? ____________________

Quis est puer? ____________________

Quis est discipulus? ____________________

Quis est discipula? ____________________

Quis est filius? ____________________

Quis est filia? ____________________

Unit E: The Halloween Story

Class Activities

1. The transparency of the Halloween story is shown to the students frame by frame. The teacher reads the story aloud, then reads each frame separately and has the students repeat. The story is read aloud several times.

   Explanation of the Latin words is made via the pictures and with as little English translation as necessary. Copies of the story are given to the students.

2. The story is reviewed as the students read aloud individually and chorally.

3. The Latin words arbor, luna, and stella are introduced to amplify further the meaning of Frame II of the story. Sol and mane are introduced as the opposites of luna and nox. English derivatives are supplied by the students and teacher; e.g., constellation, solar, lunar, and Arbor Day.

4. Students are asked to illustrate scenes from the story. If the students' art work has been done in pencil, the drawings can be converted to transparencies.

5. Students are asked to complete a worksheet about the story. This exercise can be done independently or as seat work or as a group project. The papers are corrected in class.

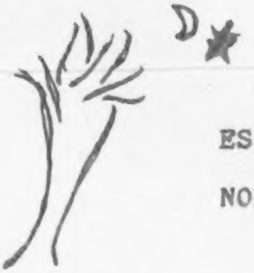
6. Review of previous material and the Halloween story is accomplished through the use of a bingo game (Appendix C).

Activity 1

I

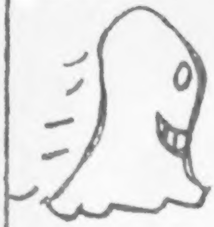
EST
IMAGO.

II



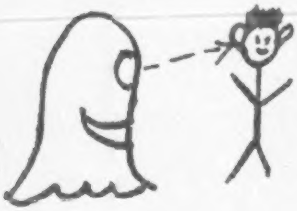
EST
NOX.

III



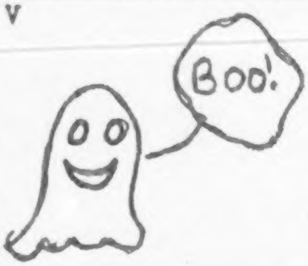
IMAGO
VOLAT.

IV



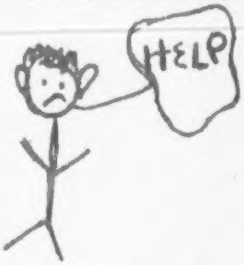
IMAGO MARCUM VIDET.

V



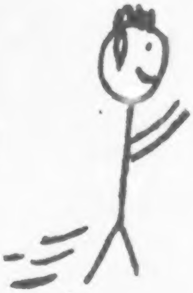
IMAGO DICIT "BOO!".

VI



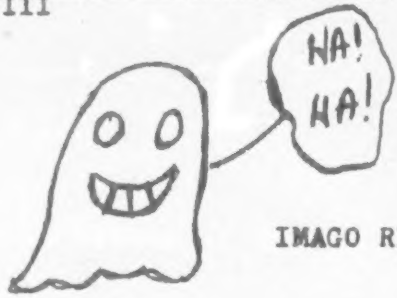
MARCUS TIMET.

VII



MARCUS
CURRIT.

VIII



IMAGO RIDET.

IX

FELIX HALLOWEEN!!!!!

DOLUS

AUT

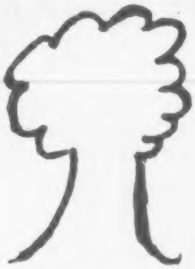
DELECTATIO!!!!

Activity 4

NOMEN ____________________

EST IMAGO.	EST ARBOR.
EST STELLA.	EST LUNA.
EST SOL.	EST NOX.
EST MANE.	IMAGO RIDET.

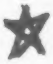
Activity 5



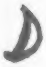
EST ____________________

EST ____________________

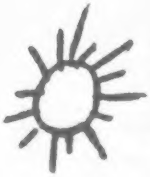
NOX
SOL
IMAGO
MANE
ARBOR
STELLA
LUNA



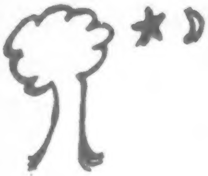
EST ____________________



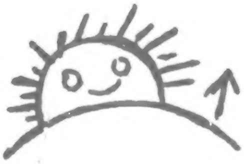
EST ____________________



EST ____________________



EST ____________________



EST ____________________

NOMEN ________________________

Activity 5

NOMEN_______________________________

(The students were to circle the Latin word in the English derivative and draw a picture representation of the Latin word.)

CONSTELLATION

SOLAR SYSTEM

LUNAR MODULE

SOLAR ENERGY

LUNAR ROVER

ARBOR DAY

Unit F: Latin Songs

Class Activities

1. The following Latin songs are taught within specified units:

   Unit A - Ardet Roma
   Unit B - Unus, Duo, Tres Romani
   Unit E - Quis Magnum Lupum Timet?
   Unit I - Tinniat
   Unit K - Puer Sedet

   The Latin songs for "Row, Row, Row Your Boat" and "Happy Birthday" are introduced at the teacher's discretion. Both songs are taught via a cassette tape and posters on which the words are printed. The presentation is audio-lingual. After the songs have been learned, the words on the posters are shown.

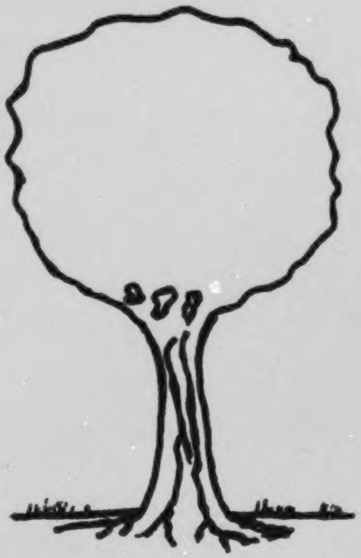
   "Row, Row, Row Your Boat"
   Duc, duc, navem duc
   Placide in rivo
   Laete, laete, laete, laete
   Sicut in somnio

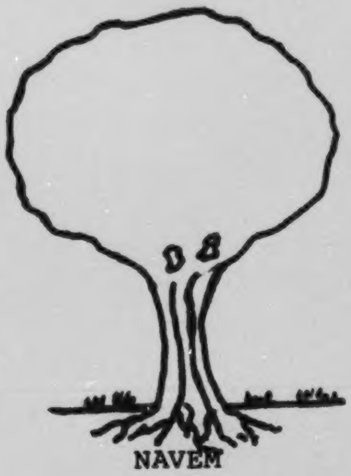
   "Happy Birthday"
   Felicem tibi
   Natalem diem
   Felicem Natalem
   ______, tibi.

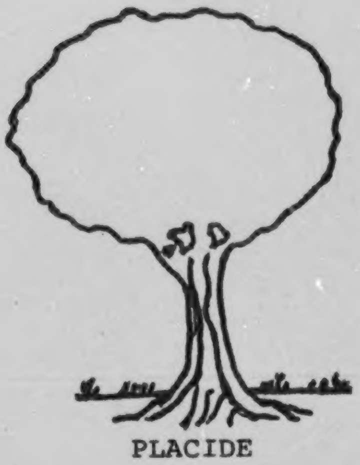
2. After the Latin words for "Row, Row, Row Your Boat" have been learned, work on the English derivatives begins. Using English dictionaries students find derivatives for duc, navem, placide, rivo, and somnio and place them on "word trees."

3. Practice in using the derivatives in sentences is given on worksheets adapted from Look For the Latin Word from the Philadelphia materials.

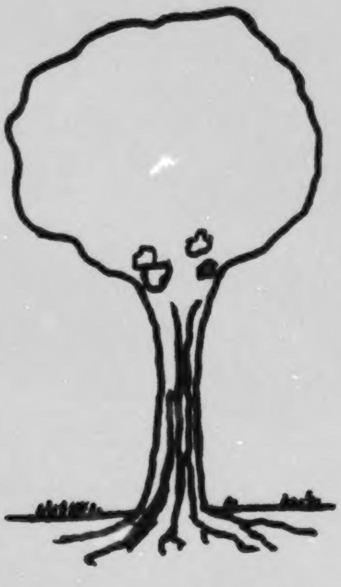
LATIN WORD ORCHARD

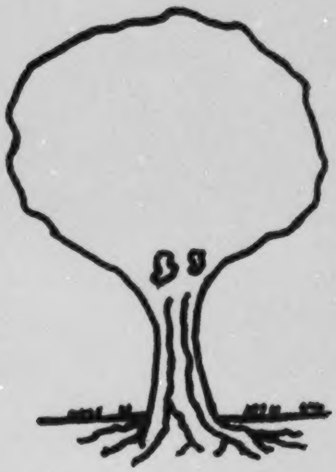

RIVO

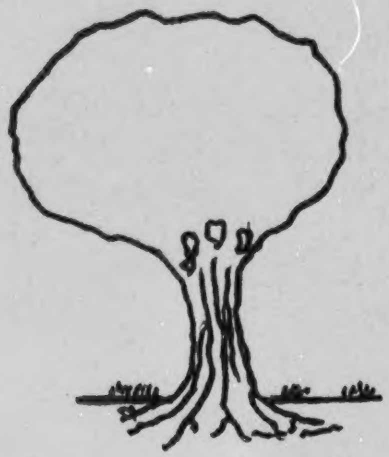

NAVEM


PLACIDE

DUC, DUC, NAVEM DUC
PLACIDE IN RIVO
LAETE, LAETE, LAETE, LAETE
SICUT IN SOMNIO


SOMNIO

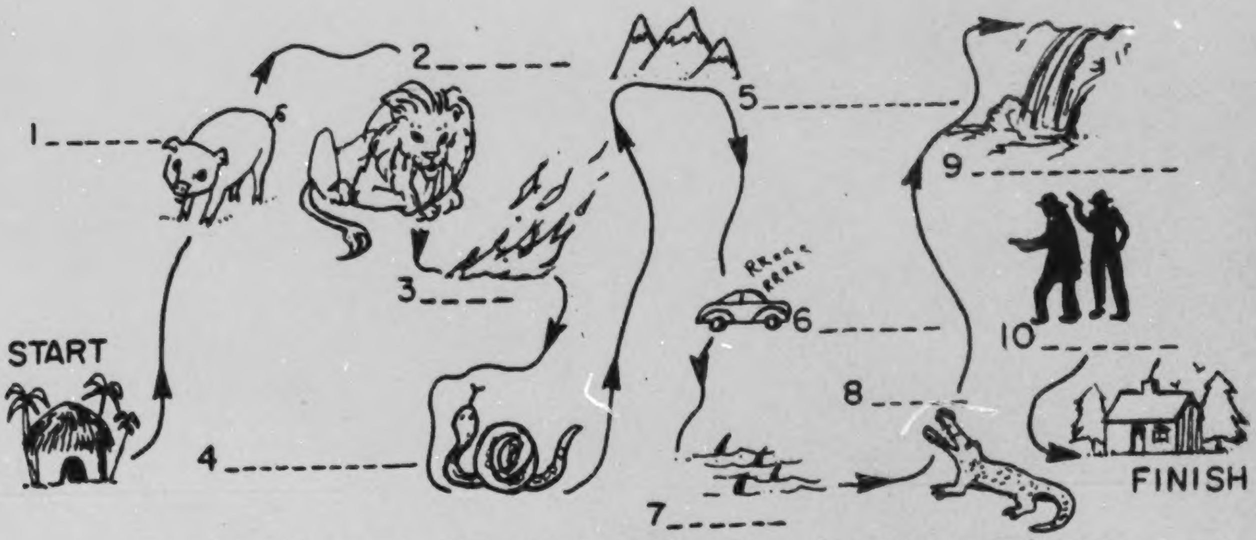

DUC



Activity 3

MISSION IMPOSSIBLE

Nomen_______________



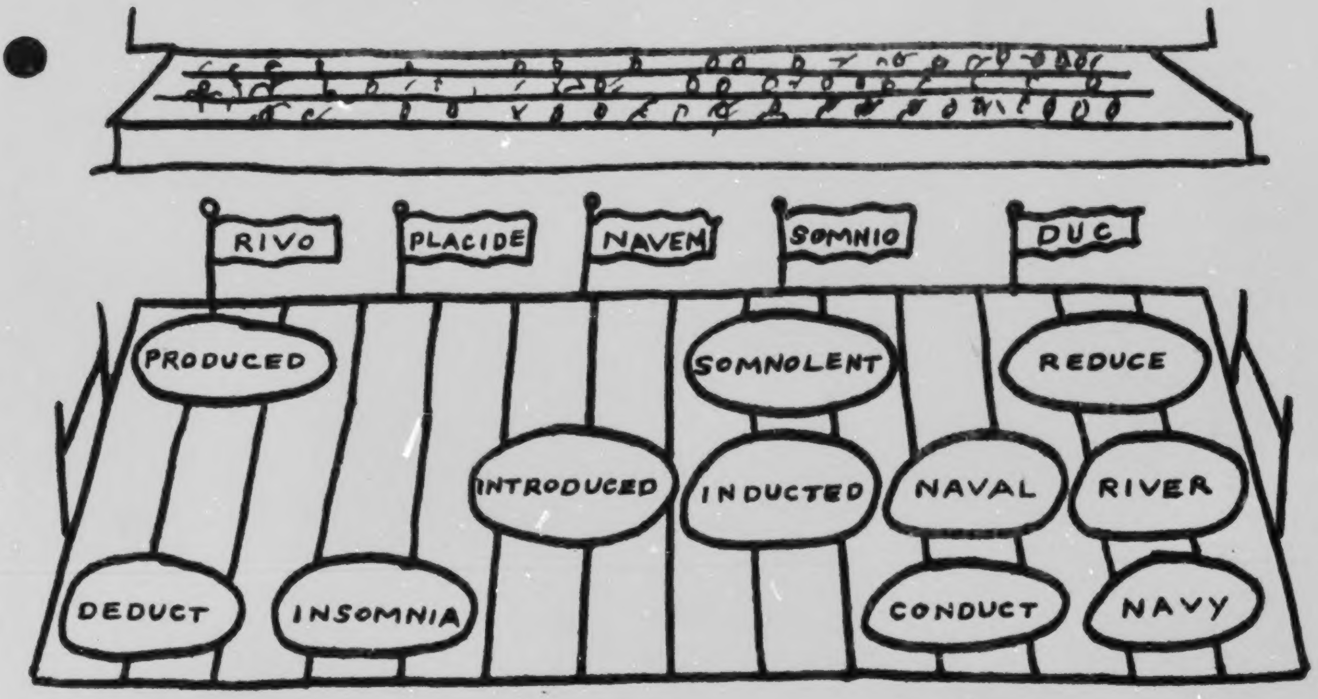
The mission agents have just rescued an important prisoner, but their work is not done yet. They must make their way home through enemy country. Can you help them? Fill in both blanks (on the map above and in the sentences below) with the correct word. Good luck!!

Words to use: conductor, navy, river, insomnia, somnambulist, naval, conduct, introduce, produce.

---

1. If you have ______________________, you can't sleep.
2. We rowed our boat down the ________________.
3. A ___________________ walks in his sleep.
4. My brother joined the ___________________.
5. Rome was a great _________________power.
6. General Motors will ________________ a lot of cars this year.
7. I would like to ________________ you to my mother.
8. Please learn to _________________yourself properly.
9. My father is a train ___________________.

LATIN FOOTBALL


RIVO
PLACIDE
NAVEN
SOMNIO
DUC
PRODUCED
SOMNOLENT
REDUCE
INTRODUCED
INDUCTED
NAVAL
RIVER
DEDUCT
INSOMNIA
CONDUCT
NAVY

Here is your challenge. Make as many touchdowns as you can by underlining the correct word for each sentence. As you use the words in the sentences, draw a line connecting the words on the football field. When you reach the end of the field, you have made a touchdown. Can you make all three touchdowns?

1. If you have (insomnia, somnolent), you can't sleep.
2. (Insomnia, somnolent) means that you feel sleepy.
3. Rome was a great (navy, naval) power.
4. My brother just joined the (navy, naval).
5. We rowed our boat down the (street, river).
6. Many young men are (inducted, laughed) into the army every month.
7. A lot of people want to (conduct, reduce) their weight.
8. When we play a game, I (deduct, insomnia) points for talking.
9. Will you please (river, conduct) yourself properly?
10. Many cars are (inducted, produced) each year.
11. I would like you to be (deduct, introduced) to my mother.

Unit G: Weather

Class Activities

1. Posters with different weather scenes on the front and the corresponding Latin phrases on the back are shown. The question, "Quaenam est tempestas hodie?" is said aloud several times by the teacher and explained. The responses Tempestas est bona and Tempestas est mala are taught first. Students practice the responses audio-lingually before the printed words are shown. Other responses introduced in the same way are: Sol lucet; Ningit; Pluit; and, Caelum est obscurum.

2. The pictures and weather expressions are reviewed. Students are asked to draw their own pictures to depict the weather expressions.

3. Worksheets on the Latin expressions are distributed, completed, and checked in class.

4. A conventus employing these expressions is acted out by the students.

5. The students are asked about the weather each day. The weather board with pictures and Latin expressions is changed daily.

PRAENOMEN MEUM EST ______________________

NOMEN MEUM EST ______________________

TEMPESTAS EST BONA.

TEMPESTAS EST MALA.

SOL LUCET.

CAELUM EST OBSCURUM.

NINGIT.

PLUIT.

PRAENOMEN MEUM EST ______________________________

NOMEN MEUM EST __________________________________

TEMPESTAS EST BONA.	SOL LUCET.
TEMPESTAS EST MALA.	NINGIT.
CAELUM EST OBSCURUM.	PLUIT.

I Quaenam est tempestas hodie?

____

II ____

III ____

IV ____

V ____

SPELLING COUNTS!!! MAKE SURE THAT YOU COPY CORRECTLY.

RIDE!!!!!

PRAENOMEN MEUM EST ______________________________

NOMEN MEUM EST ______________________________

TEMPESTAS EST BONA.	NINGIT.
TEMPESTAS EST MALA.	PLUIT.
CAELUM EST OBSCURUM.	SOL LUCET.

IDENTIFY THE PICTURES. USE THE LATIN PHRASES AT THE TOP OF THE PAGE. COPY THE WORDS CORRECTLY-SPELLING COUNTS!!!!

I ______________________________

II ______________________________

III ______________________________

IV ______________________________

ANSWER THE QUESTIONS. USE THE LATIN PHRASES AT THE TOP OF THE PAGE. SPELLING COUNTS!!!

I Quomodo dicitur Latine the sun is shining?

____

II Quomodo dicitur Latine it is raining?

____

III Quomodo dicitur Latine the sky is dark?

____

IV Quomodo dicitur Latine it is raining?

____

V Quomodo dicitur Latine the weather is good?

____

VI Quomodo diciture Latine the weather is bad?

____

ANSWER THE QUESTIONS-

I Quid significat Anglice ningit?

____

II Quid significat Anglice pluit?

____

III Quid significat Anglice tempestas est bona?

____

IV Quid significat Anglice sol lucet?

____

V Quid significat Anglice caelum est obscurum?

____

VI Quid significat Anglice tempestas est mala?

____

VII Quaenam est tempestas hodie? (Responde Latine)

____

"CONVENTUS"

EPISODE DUO

A. SALVE!

B. SALVE!

A. QUID EST PRAENOMEN TUUM?

B. PRAENOMEN MEUM EST .... QUID EST NOMEN TUUM?

A. NOMEN MEUM EST............... QUID AGIS HODIE?

B. SATIS BENE. GRATIAS. ET TU?

A. SATIS BENE. GRATIAS. QUAENAM EST TEMPESTAS HODIE?

B. TEMPESTAS EST BONA. SOL LUCET.

A. VALE!

B. VALE!

TUNE IN AGAIN!

SAME STATION, SAME TIME, SAME CHANNEL

EPISODE TRES OF "CONVENTUS"-COMING SOON!!!!!!!!!

Unit H: English Derivative Notebook

Classroom Activities

1. Students are asked to look through newspapers and magazines and to cut out words, headlines, and articles that contain English derivatives of Latin words. These clippings are then assembled in notebook form. Students must tell the Latin root word and use the derivatives in a sentence.

   This project can be done by the students on their own time or it can be done as a class project.

2. A variation of the above activity is to have classes compete with one another in collecting English derivatives. As the students report the derivatives, they are listed on large sheets of Kraft paper placed on the wall. The class reporting the most derivatives receives a prize.

LATIN NOTEBOOK

1. Due December 22-Friday (last day of school for 1972)
2. 5/clippings-green dot

   10 clippings-gold dot
3. Underline the English word that comes from Latin.

   Paste or tape the clipping on typing paper or notebook paper.

   Write the Latin word that the English word comes from next to the clipping.

   Use the English word in a sentence.
4. Cover page

   Name (Praenomen et Nomen)

   Date

   Homeroom teacher

   School (Ludus)
5. No duplicates!!! Use different words!!

WORDS TO LOOK FOR

Unus	Union, Unite, Unit, Universe
Duo	Duo, Double, Duet, Duel
Tres	Trio, Triple, Triplets
Quattuor	Quartet, Quart
Quinque	Quintet
Sex	Sextet
Septem	September
Octo	Octagon, October
Novem	November
Decem	Decade, December
Pater	Patricide, Patriarch, Paternal
Mater	Matricide, Matriarch, Maternal
Sol	Solar
Luna	Lunar
Imago	Imagine, Imagination
Arbor	Arbor Day
Stella	Constellation
Conventus	Convention
Magnum	Magnavox

Apollo XVII Moon Mission-Sun god

Look for Roman numerals I, II, III, IV, V, etc.

Ads for-

Roman Brio After Shave
Mark IV cigars
Roma II shoes

Activity 1
Sample

JOE BLOW
DECEMBER 7, 197
MRS. JONES
JEFFERSON-HOUSTO

LATIN NOTEBOOK

The Federal Diary

Diplomats Take Union Vote

UNUS

THE UNITED STATES IS THE UNION OF 50 STATES.

Double Job Funds, Task Force Urges

DUO

I WANT A DOUBLE-DIP ICE CREAM CONE.

THE EVENING STAR and DAILY NEWS
Washington, D. C., Monday, December 4, 1972

DECEM

CHRISTMAS COMES IN DECEMBER.

Accord by Union Ends Apollo Threat

APOLLO - GOD of the SUN

—Associated Press

Apollo 17 commander Eugene Cernan leans over to check packing of equipment destined for the moon mission tomorrow. At right is Ronald Evans, command module pilot. Behind Cernan is Harrison Schmitt, lunar module pilot.

LUNA

The ASTRONAUTS will RIDE IN A LUNAR ROVER.

Unit I: Christmas Program

Class Activities

1. The Latin words for the song, "Jingle Bells," is taught using a cassette tape recording and posters on which the words are printed. Students learn the song audio-lingually before they see the printed words.
2. Completion of fill-in-the-blanks worksheets reinforces the learning of the song.
3. A Christmas Program to be given by the classes is included. Four students have speaking parts (adapted from American Classical League mimeograph #465). Copies of the chorus of "Tinniat" (Jingle Bells) are distributed immediately prior to the presentation to encourage audience participation.

"JINGLE BELLS"

Tinniat, tinniat, tintinnabulum
Labimur in glacie post mulum curtum!

Verse

Nives, glacies, nox, puertia
Risus decet nunc, decent carmina
Laetos juvat nos ire per agros
Traha fert velociter cachinnemus nos!

Io Saturnalia! Felix annus novus!

FILL IN THE BLANKS

Use these words to fill in the blanks.

1. glacie
2. in
3. labimur
4. mulum
5. post
6. tinniat
7. tintinnabulum

Tinniat, ____________________, tintinnabulum

Labimur _____________________, glacie, post ____________

curtum

Tinniat, tinniat, ____________________

__________ in ________________, ______________mulum curtum!!

Praenomen meum est_________________________(Latine)

Nomen meum est ____________________________(Anglice)

Activity 2

Praenomen meum est______________________________

Nomen meum est_________________________________

Use these words to fill in the blanks below.

1. agros
2. carmina
3. decet
4. glacies
5. ire
6. juvat
7. nos
8. puertia
9. traha

Nives, ______________, nox, _____________________

Risus________________, nunc, decent______________

Laetos_______________, nos, _________per___________

___________________fert velociter, cachinnemus_______!!!

Activity 3

SAMPLE OF CHRISTMAS PROGRAM

ALL STUDENTS -

Salvete! Io Saturnalia!
Sing: "Jingle Bells"

Salvete! The Latin classes of ____________________ are happy to be here to wish you all a very happy holiday season.

Our Latin classes meet every day for 20 minutes and usually start out like this -

Salvete discipuli et discipulae
(ALL) Salve
Quid agitis hodie?
(ALL) Satis Bene. Gratias. Et tu?
Satis Bene. Gratias. Quaenam est tempestas hodie?
(ALL) Tempestas est bona. Sol lucet.

After we start out like this - Oh, by the way, if you didn't understand what we said, I'll let you in on our secret. I just said hello to my classmates and asked them how they are. They all seem to be fine. After that I asked how the weather is and we all agreed that it's nice out.

SAMPLE OF CHRISTMAS PROGRAM

We all have Latin names and it's not unusual to hear in our classroom--"Hey, Jupiter, did you pass your spelling test?" or "Hey, Minerva, did you get your homework done?" or "Gulielmus, have you got a pencil I can borrow?"

We have enjoyed learning new Latin words and seeing how they can explode into many English words. We have found out that the ancient Romans and the modern Americans share many customs including the celebration of Christmas.

___________________ will now explain the Saturnalia celebration of the ancient Romans.

JEFFERSON HOUSTON ELEMENTARY SCHOOL

Salvete Parentes:

The Latin classes of Jefferson-Houston Elementary School will be participating in a Christmas Program Thursday afternoon, December 21, 1972, at 2:00 P.M.

The students will be singing "Jingle Bells" in Latin. Please encourage your child to practice the song at home.

It will be necessary for your child to stay after school for a practice on Monday, December 18. All students will be able to leave at 3:30 P.M.

Thank you for your cooperation.

Sincerely,

Miss Conley
Teacher
Latin Pilot Program

December 12, 1972

MOUNT VERNON ELEMENTARY SCHOOL

December 12, 1972

Salvete Parentes:

The Latin classes will be participating in the Christmas Program. The schedule of performances is as follows:

Monday morning - December 18
for the school

Tuesday evening - December 19
for the P.T.A.

The students will be singing "Jingle Bells" in Latin. Please encourage your child to practice the song at home.

I am requesting that your child wear "Sunday clothes" for the P.T.A. performance. School clothes will be fine for the school performance.

There will be a rehearsal after school on Thursday, December 14. Your child will be able to leave at 3:30 P.M.

Thank you for your cooperation.

Sincerely,

Miss Conley
Teacher
Latin Pilot Porgram

SAMPLE OF CHRISTMAS PROGRAM

It will not be long before many Americans will be eating many pounds of Christmas candy and exchanging gifts with friends.

Just so, many years ago, the Romans feasted, exchanged presents, and celebrated a festival in December called the Saturnalia. The Saturnalia was named in honor of Saturn, who was the Roman god responsible for introducing agriculture and the habits of civilized life into Italy. This festival was held in December because this was the end of the harvesting season. The farmers were then ready for a celebration.

The Saurnalia was celebrated for three (3) days during which time one day was used for religious purposes. Wax tapers burned constantly in the temples and the homes of the wealthy.

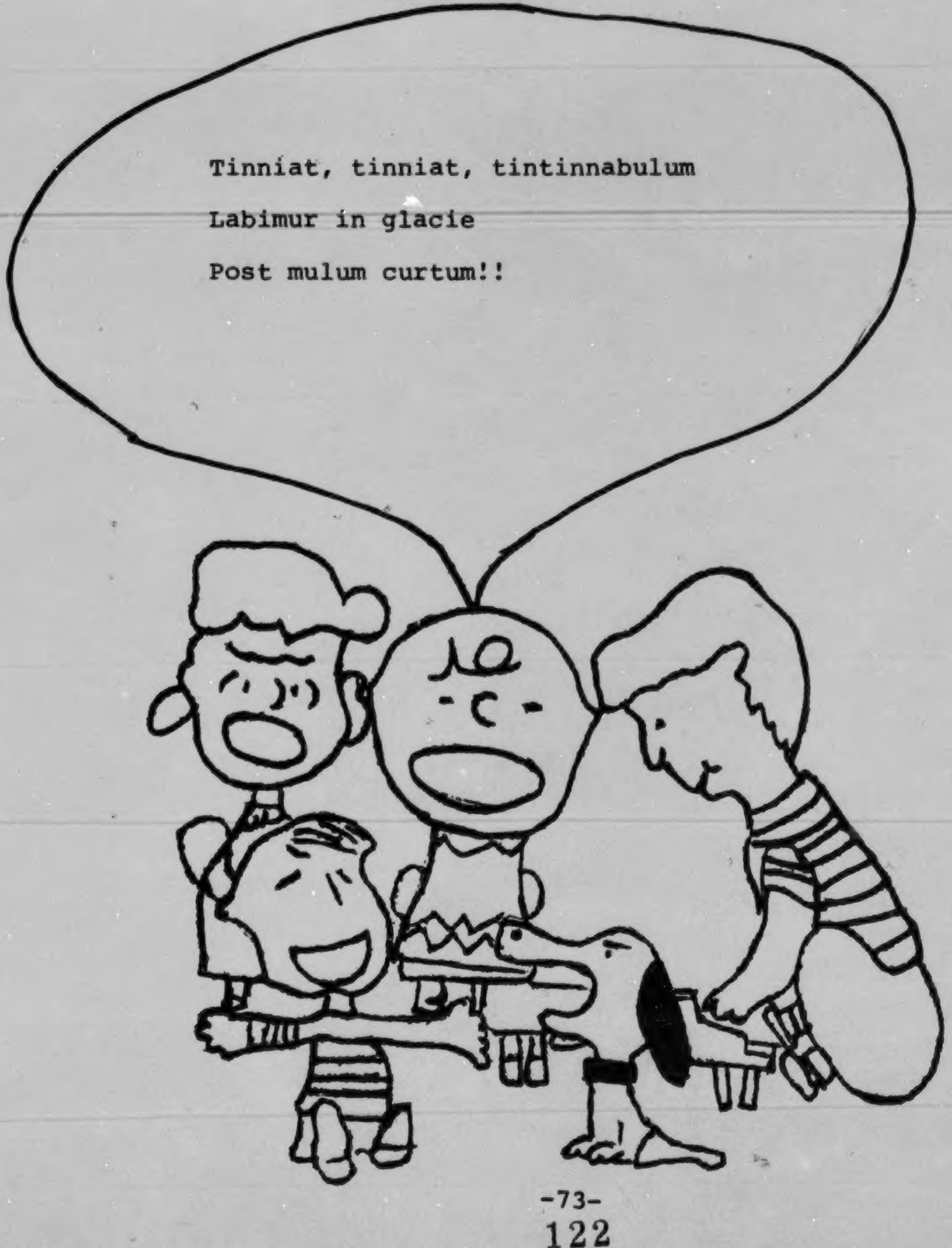
Friends called upon each other and gifts were exchanged. Children received earthenware images. Crowds in the streets of Rome could be heard shouting, "Io Saturnalia," which reminds us of our greeting, "Merry Christmas."

We ask that you all join in singing the chorus of the Latin verson of "Jingle Bells." The words may be found in your program.

IO SATURNALIA!!
FELIX ANNUS NOVUS FROM THE
LATIN
CLASSES

PLEASE JOIN IN AND SING WITH US.

"JINGLE BELLS"


Tinniat, tinniat, tintinnabulum
Labimur in glacie
Post mulum curtum!!

Unit J: Ordinal Numbers and How the Romans Told Time

Class Activities

1. The ordinal numbers are introduced and students are taught how the Romans told time.

   Explanation of the Roman day:
   6:00 A.M. - prima hora
   7:00 A.M. - secunda hora
   8:00 A.M. - tertia hora
   9:00 A.M. - quarta hora
   10:00 A.M. - quinta hora
   11:00 A.M. - sexta hora
   12:00 noon - septima hora-meridies
   1:00 P.M. - octava hora
   2:00 P.M. - nona hora
   3:00 P.M. - decima hora
   4:00 P.M. - undecima hora
   5:00 P.M. - duodecima hora
   The vigiliae at night is also given:
   6:00 P.M.-9:00 P.M. - prima vigilia
   9:00 P.M.-12:00 midnight - secunda vigilia
   12:00 midnight-3:00 A.M. - tertia vigilia
   3:00 A.M. - 6:00 A.M. - quarta vigilia

2. Using a clock the teacher presents the hours prima through sexta. The teacher points at the clock and says each hour aloud in Latin. The students repeat. Comparison between the cardinal and ordinal numbers is noted. The words horologium and horologium tintinnabulum are taught.

3. The question, "Quota hora est?" and the response, "Esta prima hora," etc. is learned as the teacher points to the hour on the clock.

4. The students review prima hora through sexta hora by responding to the question, "Quota hora est?" Students are asked to change the clock to the correct time as the teacher requests.

5. The ordinal numbers prima through sexta are then shown either on cards or written on the board. The English derivatives are given by the students and the teacher. The vigiliae are introduced and explained.

6. A clap-snap game can be used to review both the cardinal and ordinal numbers. The students clap their hands on their laps, clap their hands together at chest level, and then snap their fingers one hand at a time. As the whole class is clapping, the teacher calls on a student. On the first snap the teacher gives either a cardinal or an ordinal numeral. On the second snap the student gives the corresponding number; e.g., the teacher says prima; the student says unus. That student or the teacher chooses the next student to play. The game can be played by using the whole class as a group instead of individual students. This game can also be used to review the ordinal numbers and their derivatives; e.g., prima evokes primary. The game is used frequently during this Unit.

7. A worksheet is done in class as a review of both the Latin words and their English derivatives.

8. Students use the derivatives they have learned in sentences on a worksheet, adapted from *Look For the Latin Word* from the Philadelphia materials.

9. A seek-a-word puzzle (Appendix C) is used to review the Latin words and their English derivatives.

10. The hours *septima* through *duodecima* are introduced in the same way as above.

11. All of the hours are reviewed. Students learn the meanings of the abbreviations: A.M. - *ante meridiem*; and, P.M. - *post meridiem*.

PRAENOMEN MEUM EST ______________________________

NOMEN MEUM EST ______________________________

DRAW A CLOCK TO SHOW WHAT TIME IT IS AND WRITE THE TIME IN NUMBERS-

Est Tertia Hora ______________________________

Est Prima Hora ______________________________

Est Quarta Hora ______________________________

Est Secunda Hora ______________________________

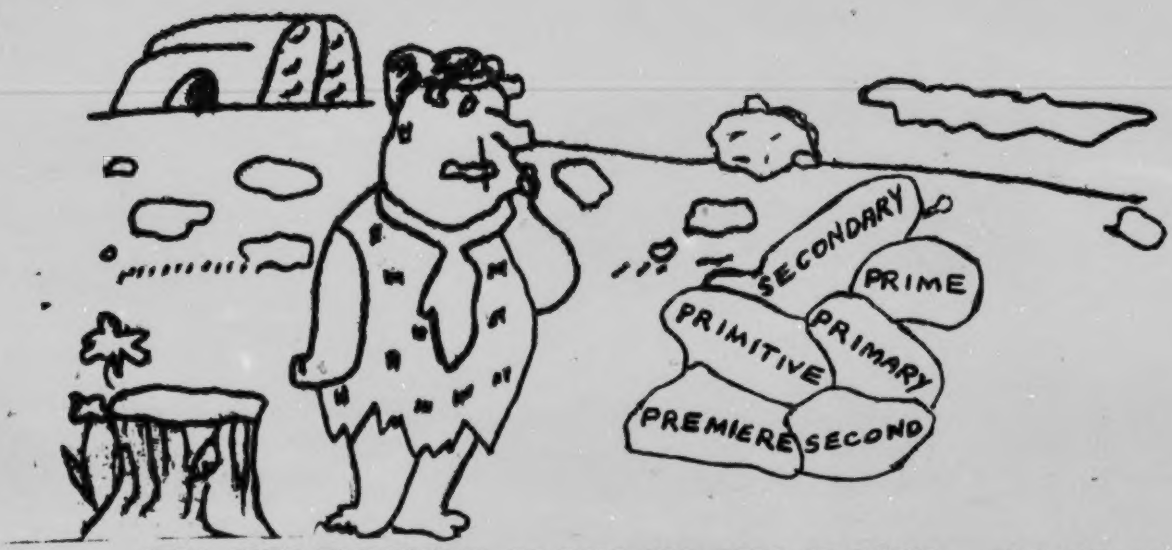
Est Quinta Hora ______________________________

DRAW A LINE BETWEEN THE LATIN WORD AND THE ENGLISH WORD THAT COMES FROM IT-

PRIMA
SECUNDA
QUARTA
QUINTA

QUINTUPLETS
SECOND
PRIME
QUINTET
PRIMARY
SECONDARY
QUARTER
PRIMITIVE

Activity 8


SECONDARY
PRIME
PRIMITIVE
PRIMARY
PREMIERE
SECOND

HELP FRED FLINTSTONE TO SORT HIS PILE OF ROCKS. PUT THE CORRECT WORD FROM THE TOP OF THE PAGE IN THE SPACE IN EACH SENTENCE.

I A few years ago I was in the _____ grades.

II I won _____ prize.

III The _____ minister of Canada is Mr. Trudeau.

IV I like to eat _____ rib when I go out to eat.

V Most people like to drive on _____ roads.

VI Some _____ tribes live in South America.

VII The Washington area _____ of the movie "Man of La Mancha" was December 14.

PRAENOMEN MEUM EST ____________________

NOMEN MEUM EST ____________________

FIND THE LATIN WORD PUZZLE

L	A	T	I	N	A	B	C	D	A	T	N	I	U	Q	E
F	G	H	I	J	K	S	E	C	U	N	D	A	L	M	N
Z	Y	I	U	Q	O	B	S	C	U	R	U	M	O	P	Q
R	S	S	T	U	Y	V	T	E	M	P	E	S	T	A	S
D	U	O	W	X	E	Y	I	Z	A	C	A	E	L	U	M
B	C	L	D	E	L	F	N	G	H	I	J	C	K	L	M
N	E	S	T	O	N	P	T	Q	Q	R	S	O	T	Q	U
H	O	R	O	L	O	G	I	U	M	V	W	N	X	U	Y
Z	A	B	C	D	C	E	N	I	F	A	G	D	H	A	I
U	N	U	S	J	S	K	N	N	L	R	T	S	M	R	N
O	P	S	Q	R	S	S	A	T	T	B	E	T	U	T	V
W	T	E	R	T	I	A	B	E	X	O	C	E	Y	E	Z
A	B	C	C	D	M	E	U	T	Q	R	U	L	F	T	G
R	H	O	I	J	K	L	L	M	U	N	L	P	O	P	Q
E	R	N	S	T	U	V	U	W	A	X	Y	U	Z	A	B
T	A	D	C	P	R	I	M	A	R	Y	D	T	E	T	F
R	M	A	G	H	I	J	K	L	T	M	N	N	O	R	P
A	I	R	E	V	I	T	I	M	I	R	P	I	Q	E	R
U	R	Y	S	T	I	M	A	G	O	U	V	U	W	S	X
Q	P	R	I	M	E	Y	A	T	R	A	U	Q	Z	A	B

Circle the words when you find them. Have fun!!!!!

horologium
tintinnabulum
prima
secunda
tertia
tres

quarta
quinta
prime
primary
primitive
arbor

second
secondary
quart
quarter
quartet
imago

quintet
quintuplets
caelum
Latin
sol
unus

obscurum
est
Miss Conley
lucet
tempestas
duo

Nomen meum est ____________________

Unit K: Roman Foods

Adaptation of Unit 3,"The Roman Family at Table" from Romani Viventes et Dicentes (Philadelphia materials)

1. Using the visual cues #5-8, the teacher interoduces piscis, panis, caseus, and vinum. The teacher shows each picture and says the word aloud. Students repeat individually and chorally. The teacher asks, "Quid est?" and requests the students to reply with the proper response.

2. The pictures are placed on the chalkboard. The teacher gives Latin directions for the students to come to the board, "Veni ad tabulam cretae." and points to the correct picture as the Latin word is said.

3. The teacher asks, "Quotā in picturā est ________?" and student volunteers give the correct response; e.g., "Primā in picturā est piscis."

4. Olivae, asparagus, aqua, and pomum are introduced as above (visual cues #9-12).

5. Cards with the Latin words printed on them are introduced. The visuals are placed on the chalkboard as the students respond to the question,"Quid est?" The cards are then placed by student volunteers under the correct picture.

6. The ordinal numbers are reviewed by asking the students, "Quotā in picturā est ______?"

7. All of the cards with the Latin words on them are scrambled. Student volunteers change the cards to the correct place saying the word aloud.

8. The Latin words are placed on the chalkboard. Student volunteers are asked to come to the board and draw the appropriate pictures (pinge picturam).

9. The English derivatives from the Latin vinum, panis, aqua, olivae, and piscis are introduced.

10. Students complete a worksheet which asks that they give and use English derivatives in sentences. Students are asked to match the Latin phrases with the pictures.

11. The visual cues #13-16 introducing sedet, recumbit, edit, and bibit are used in the same manner as above. Students learn to respond to Quid agit? The teacher can ask this question about the pictures; also, students can pantomine the actions and ask the question of other students.

12. The teacher displays the actual items: pomum, caseus, panis, and aqua, and students learn to respond to Quid Marcus edit? and Quid Marcus bibit? Caseus, panis, and aqua are changed to the accusative case with the teacher explaining that these words end in an m when they follow an action word.

13. Review of English derivatives is given in exercises from Look For the Latin Word from the Philadelphia materials.

14. The song, "Puer Sedet," sung to the tune of "Mary Had a Little Lamb" is taught using the cassette tape provided in the Philadelphia materials. Students do the hand and body motions that express the meaning of each of the "action words" (verbs). The song is sung daily throughout the rest of this unit.

Puer sedet, recumbit, recumbit,
    recumbit
Puer bibit et edit
Quid agit puella.

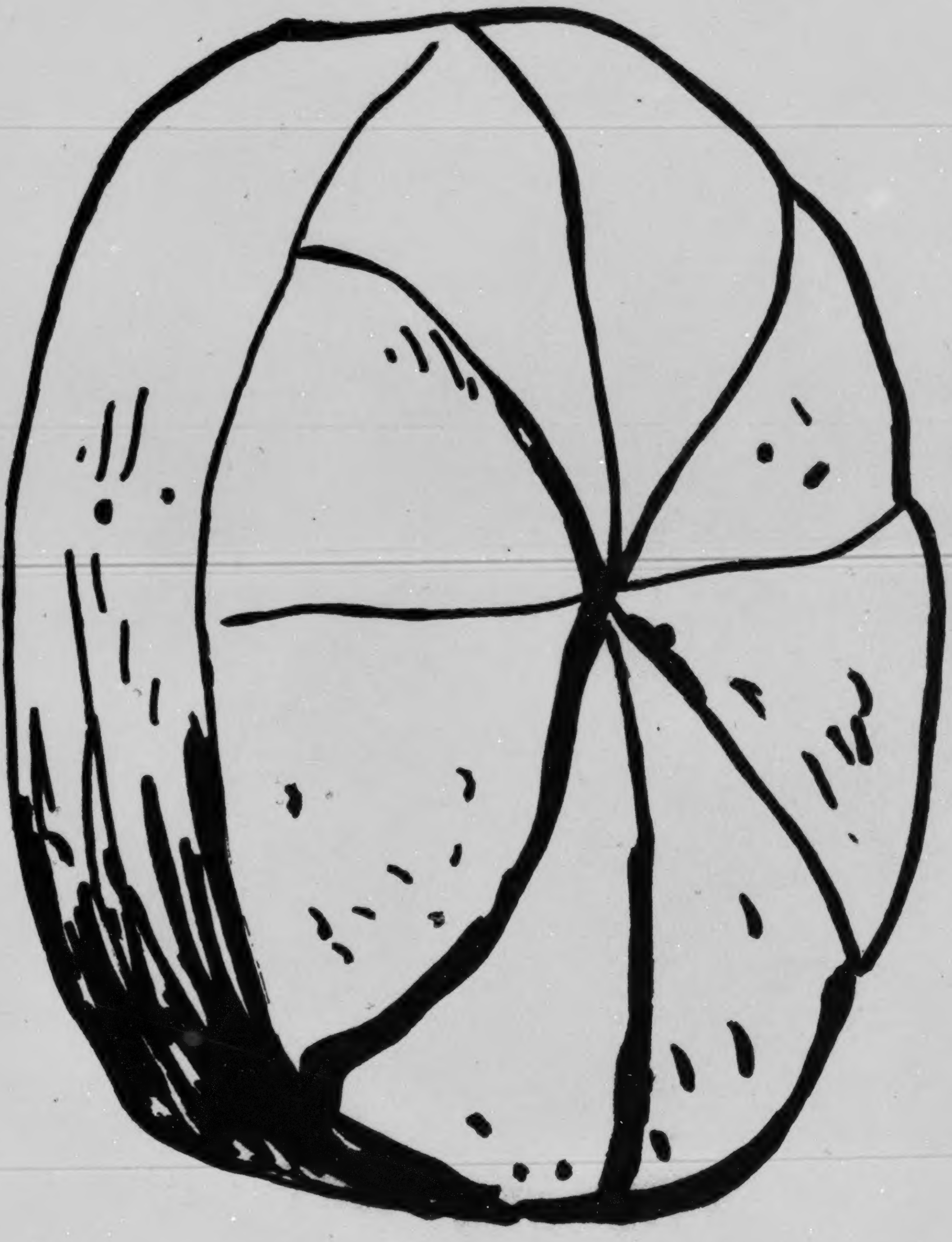
15. The visual cues #17-20 introducing mensa, sella, patina, and urna are used in the same manner as above.

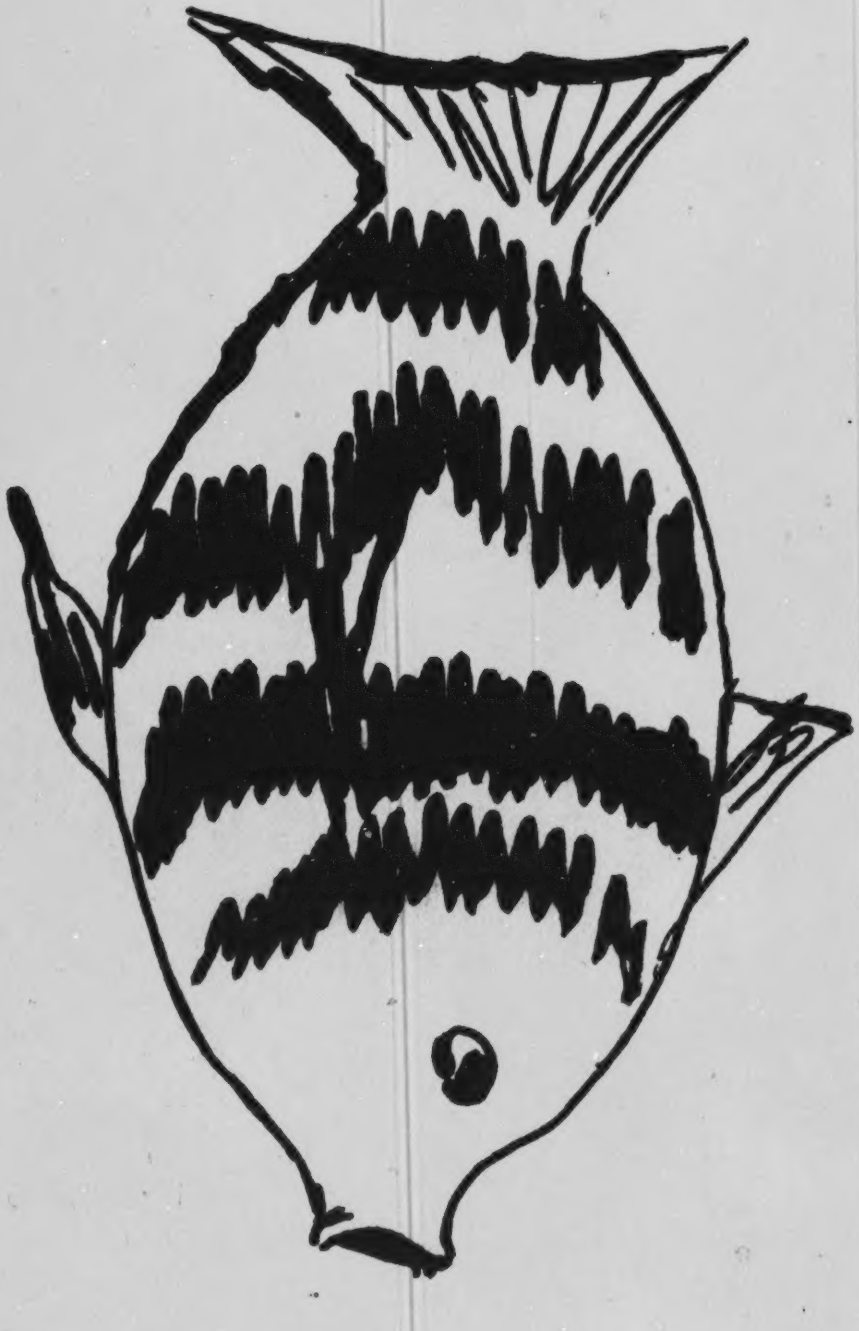
16. The plurals of the first declension nouns in this unit are introduced. Students are told that the a ending means only one (singular) and that the ae ending means two or more (plural). A written practice on the singulars and plurals is completed in class.

17. The visual cues #21-24 from Romani Viventes et Dicentes teach the use of the ablative case with "in"; e.g.," Ubi est patina?" "Patina est in mensā." The use of the macron over the final a (ā) is emphasized. The new structure is taught in the same manner as above.

18. Students act out a conventus using the new vocabulary from the unit. Students are given copies of the playlet. The teacher records the student's conversation on a cassette tape recorder.

19. Students review the new vocabulary in this unit by completing a seek-a-word puzzle (Appendix C).





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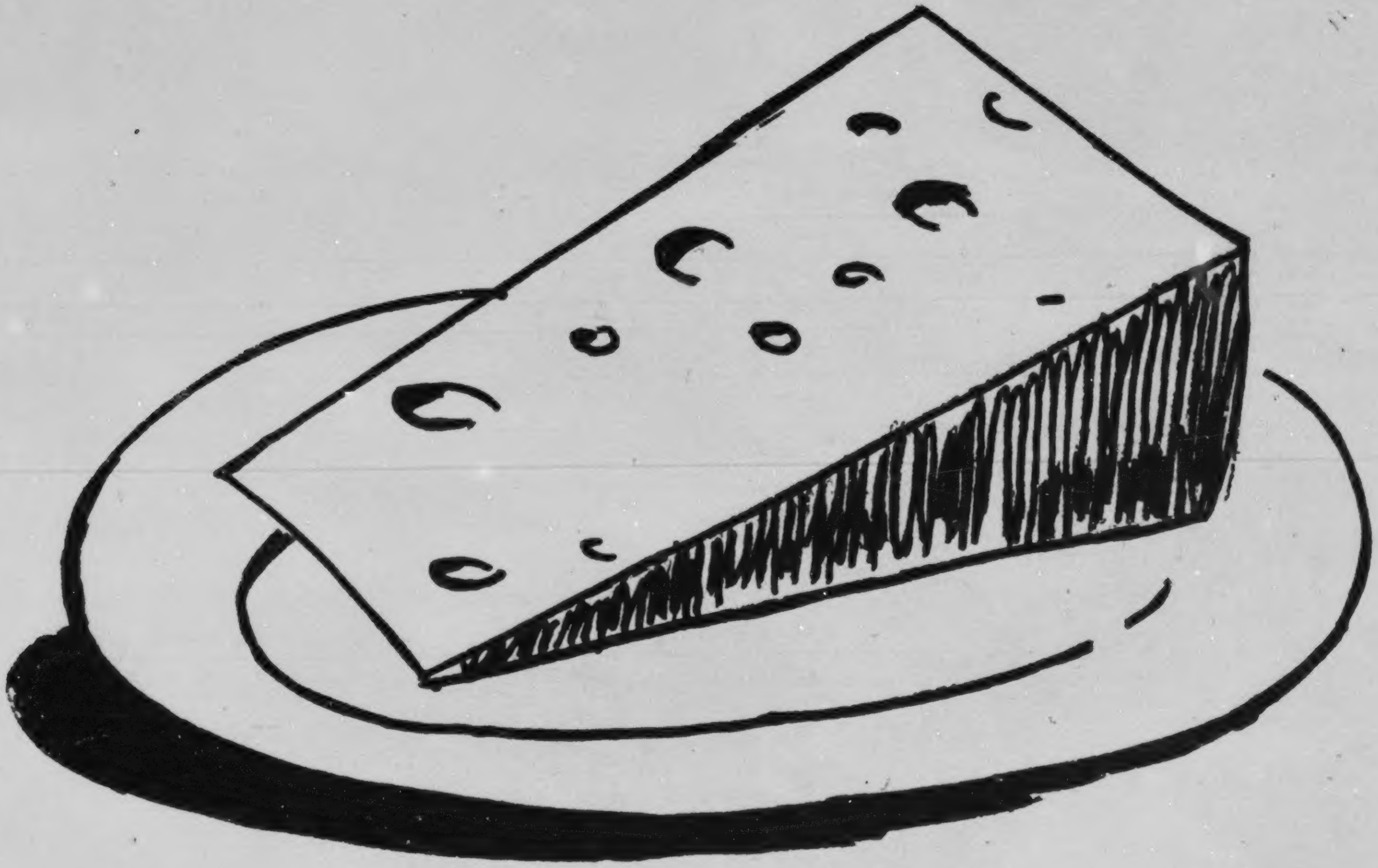

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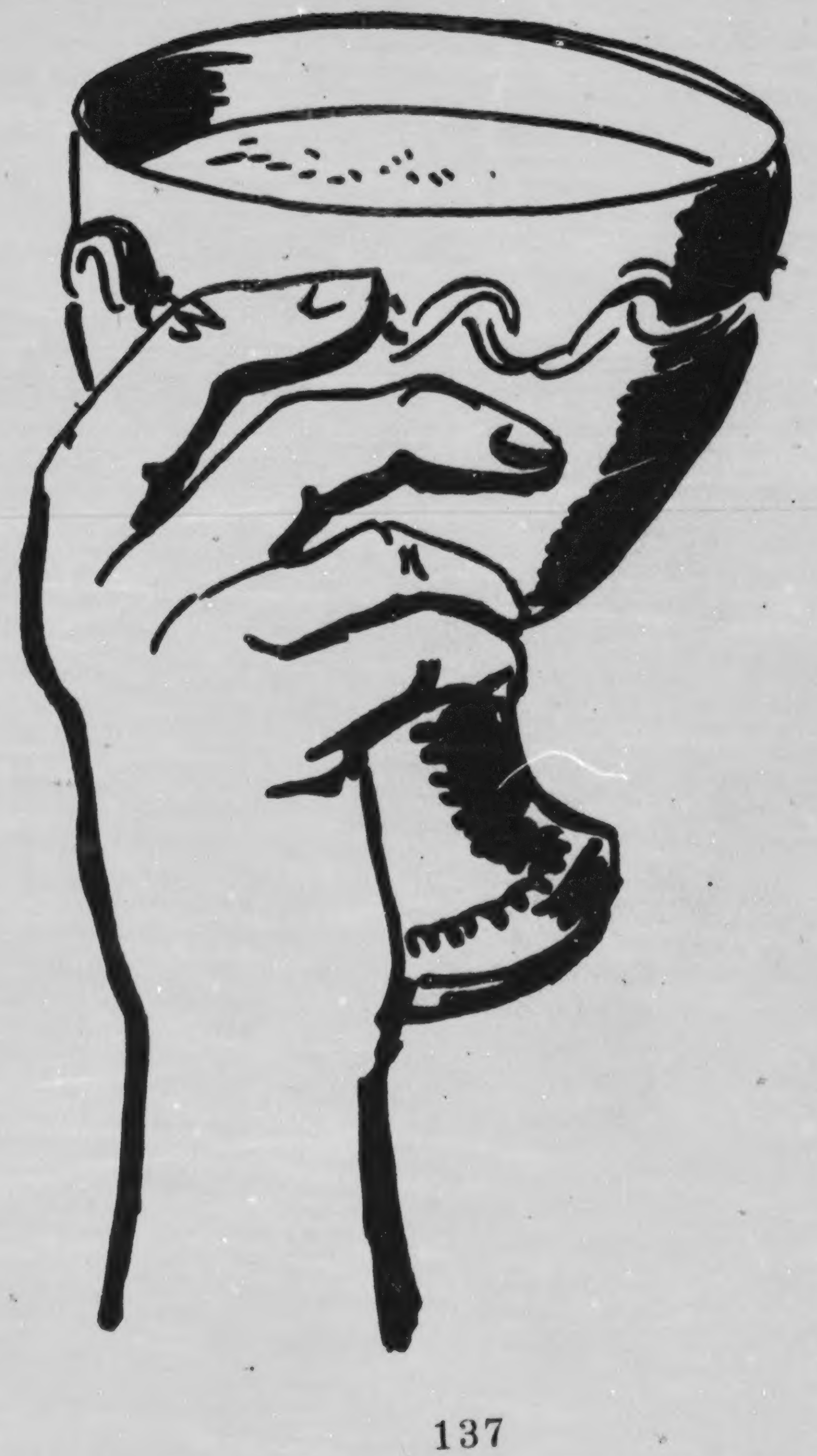

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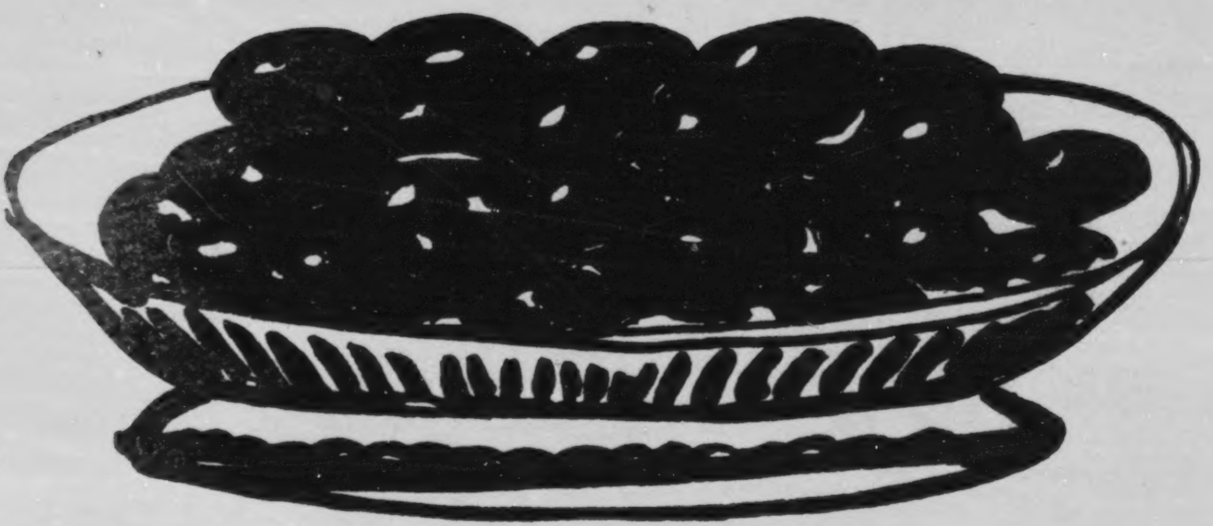
Activity 4



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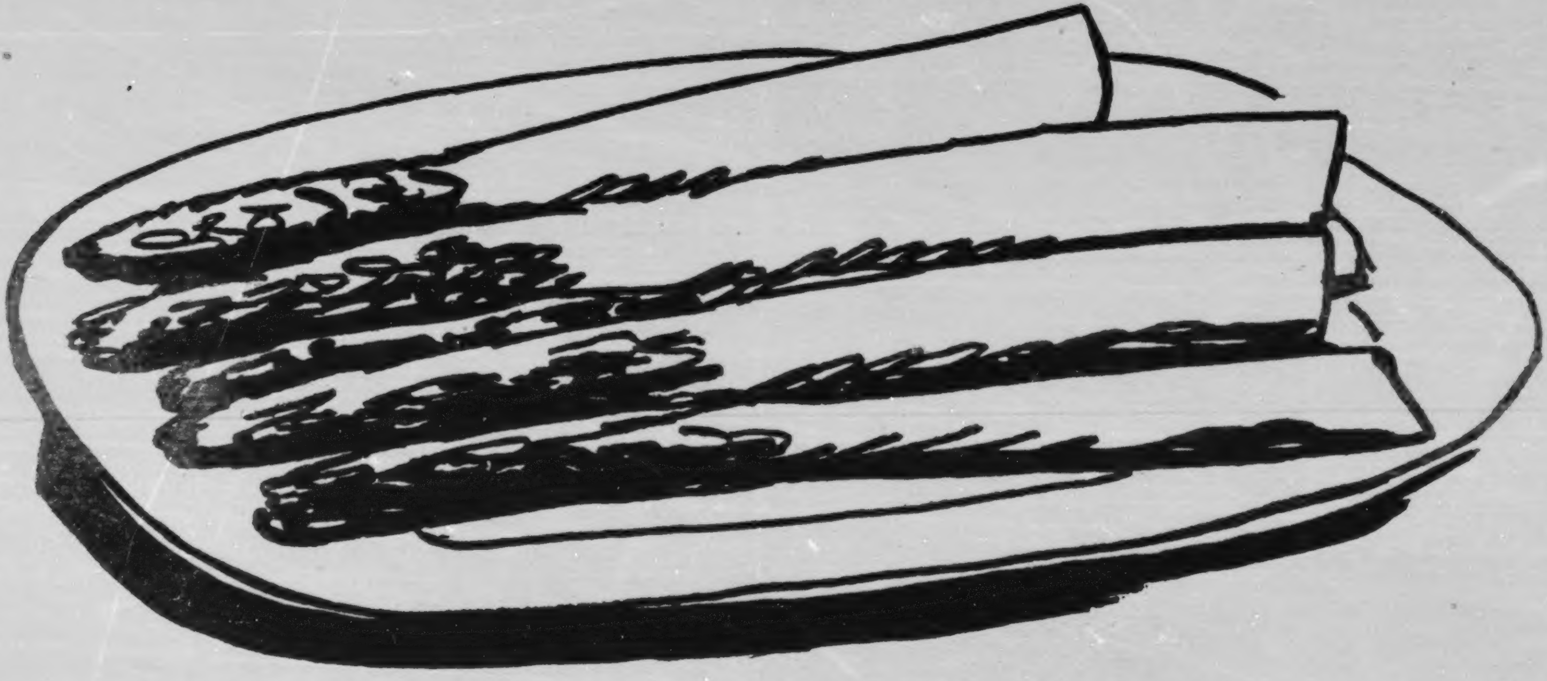

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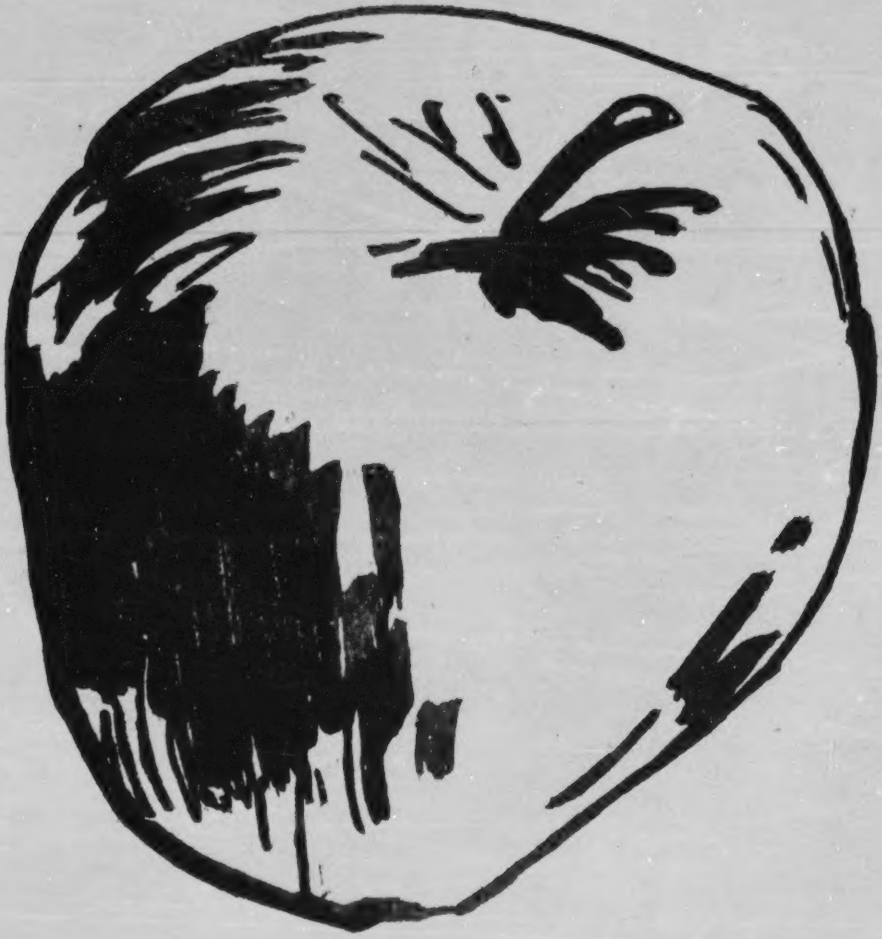
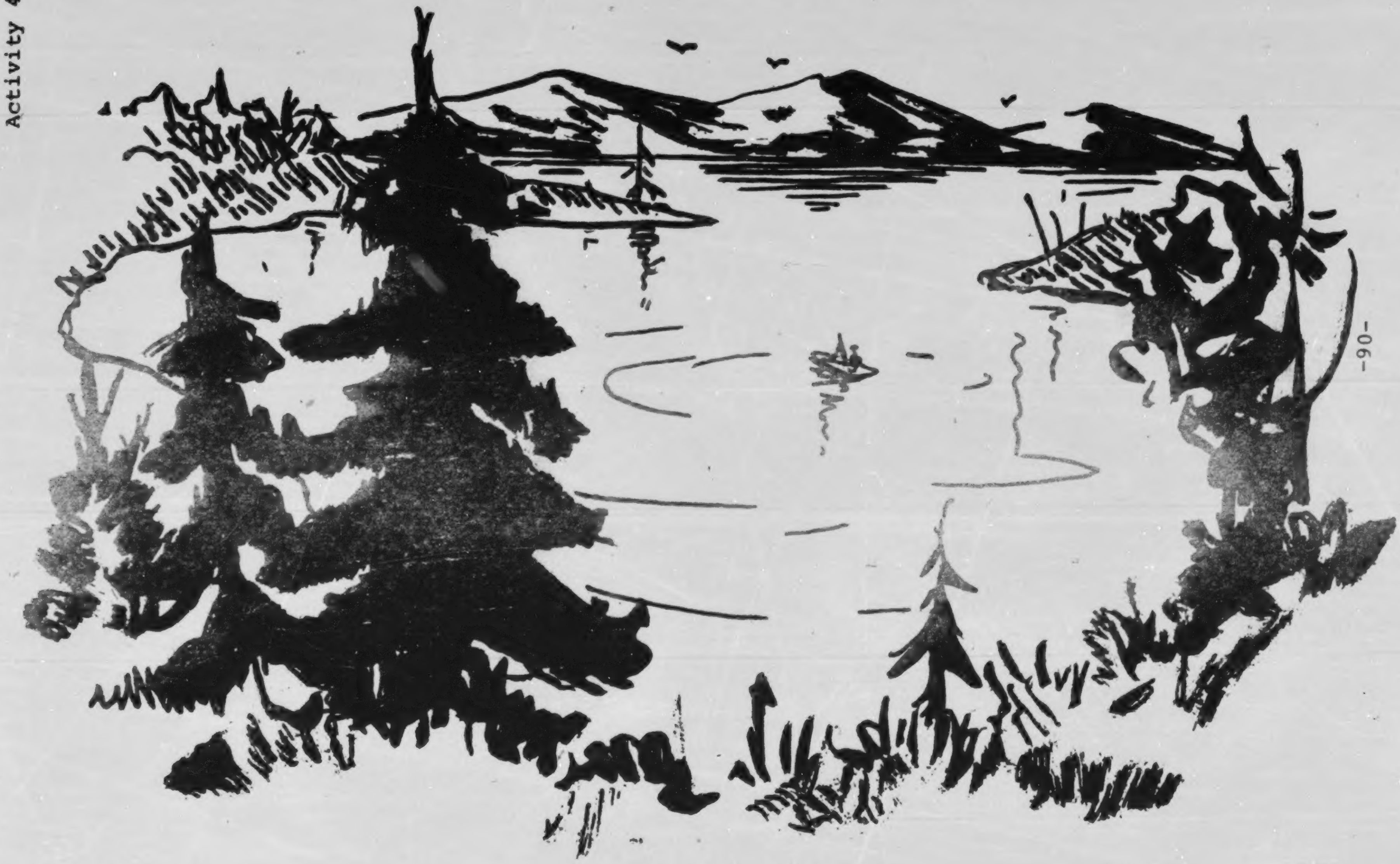


Activity 4



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Write at least one English derivative from each of the following Latin words. Use 3 English derivatives in sentences - one derivative in each sentence = 3 sentences.

Derivatives from

vinum -

panis -

aqua -

olivae -

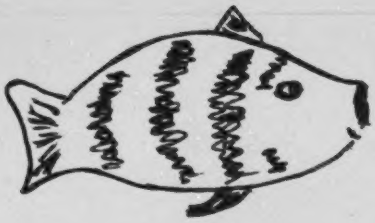
piscis -

Sentences

Activity 10

QUID EST ??

Identify each picutre by writing the Latin next to it.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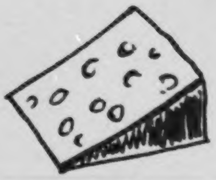
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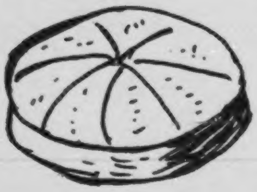
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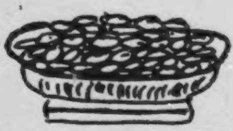
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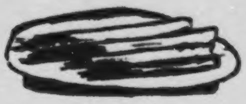
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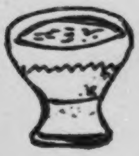
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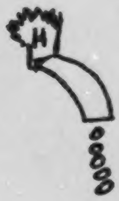

____

Sunt olivae.

Est panis.

Est asparagus.

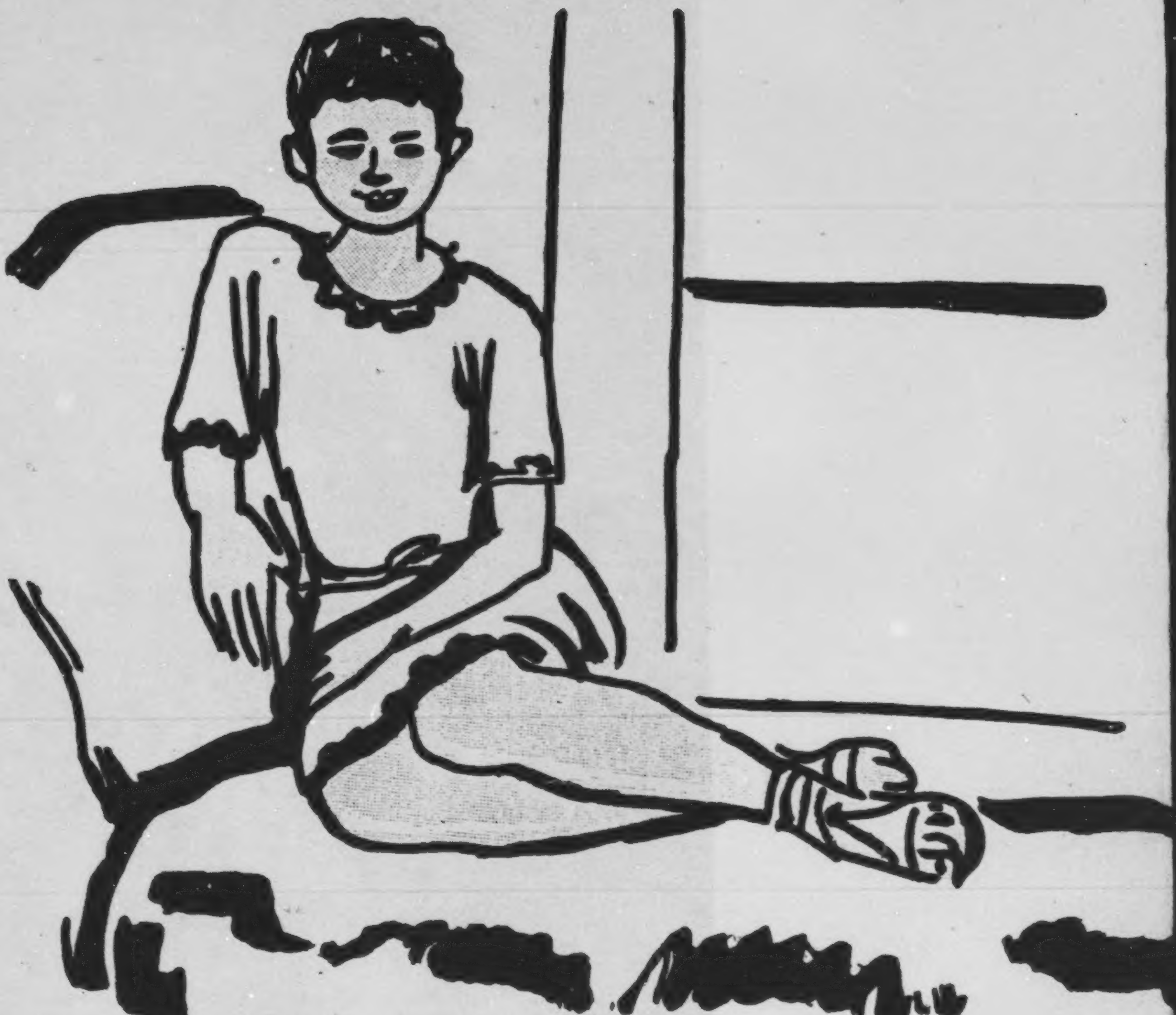
Est caseus.

Est vinum.

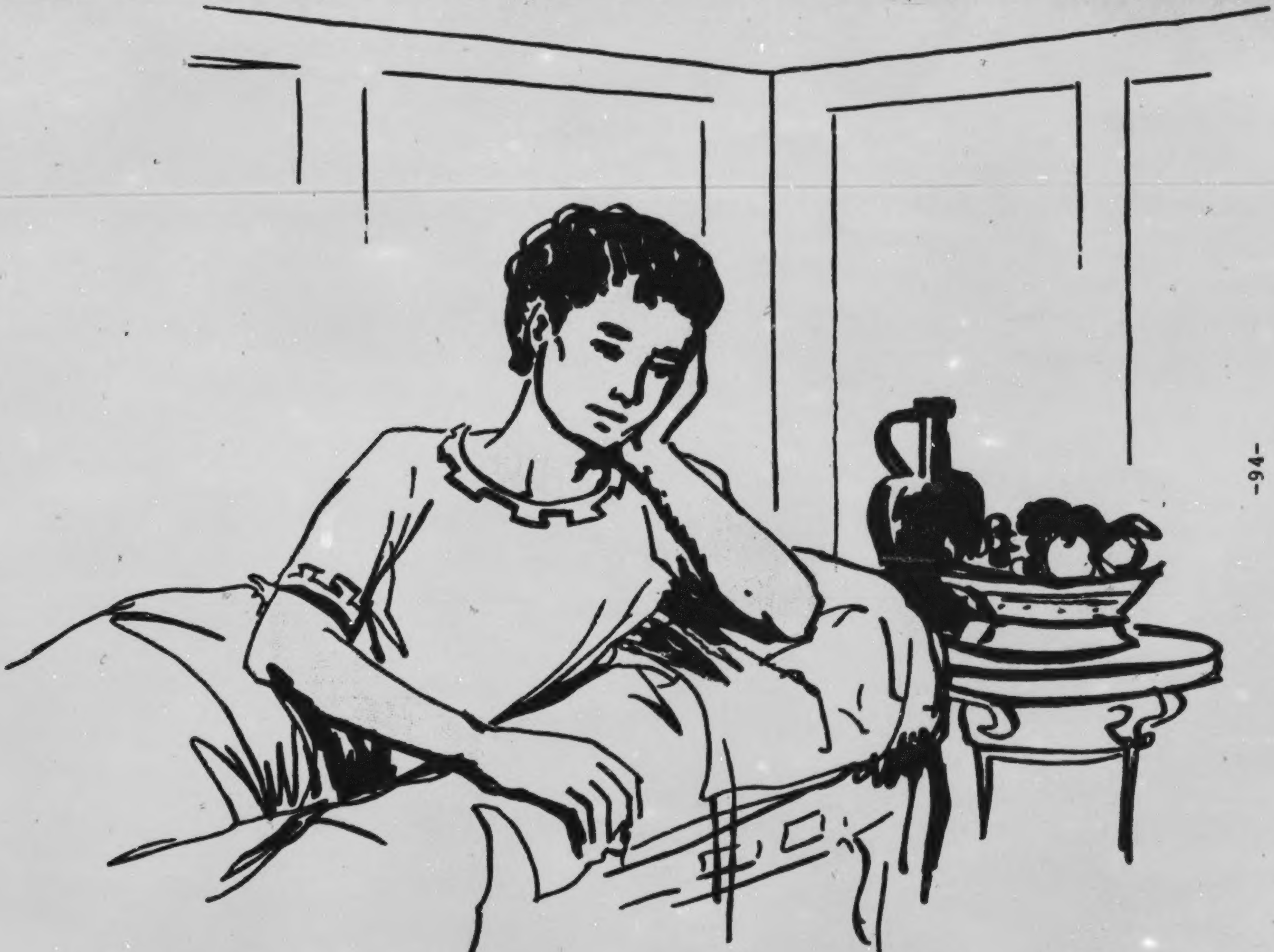
Est aqua

Est piscis.

Activity 11



Activity 11



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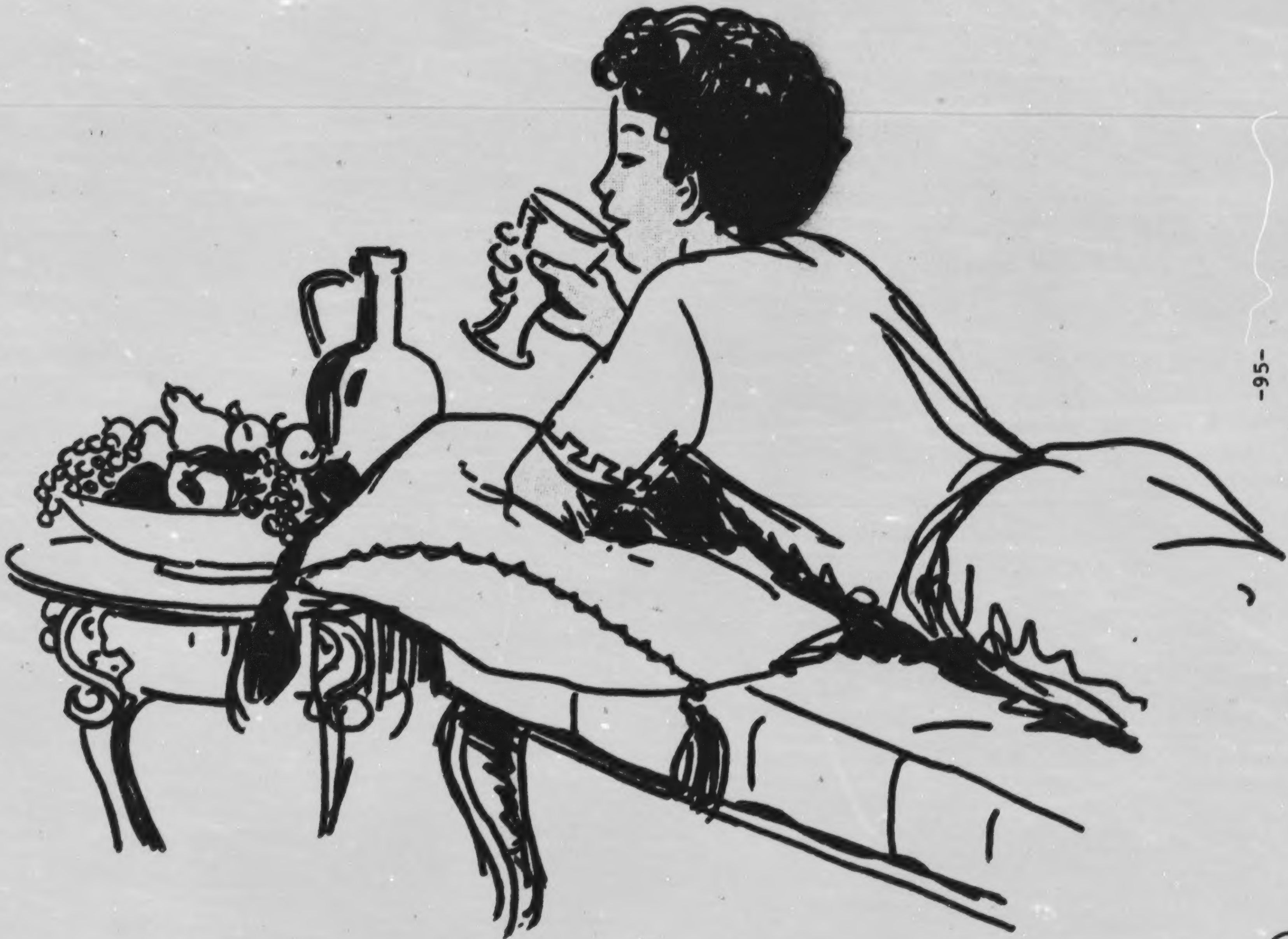

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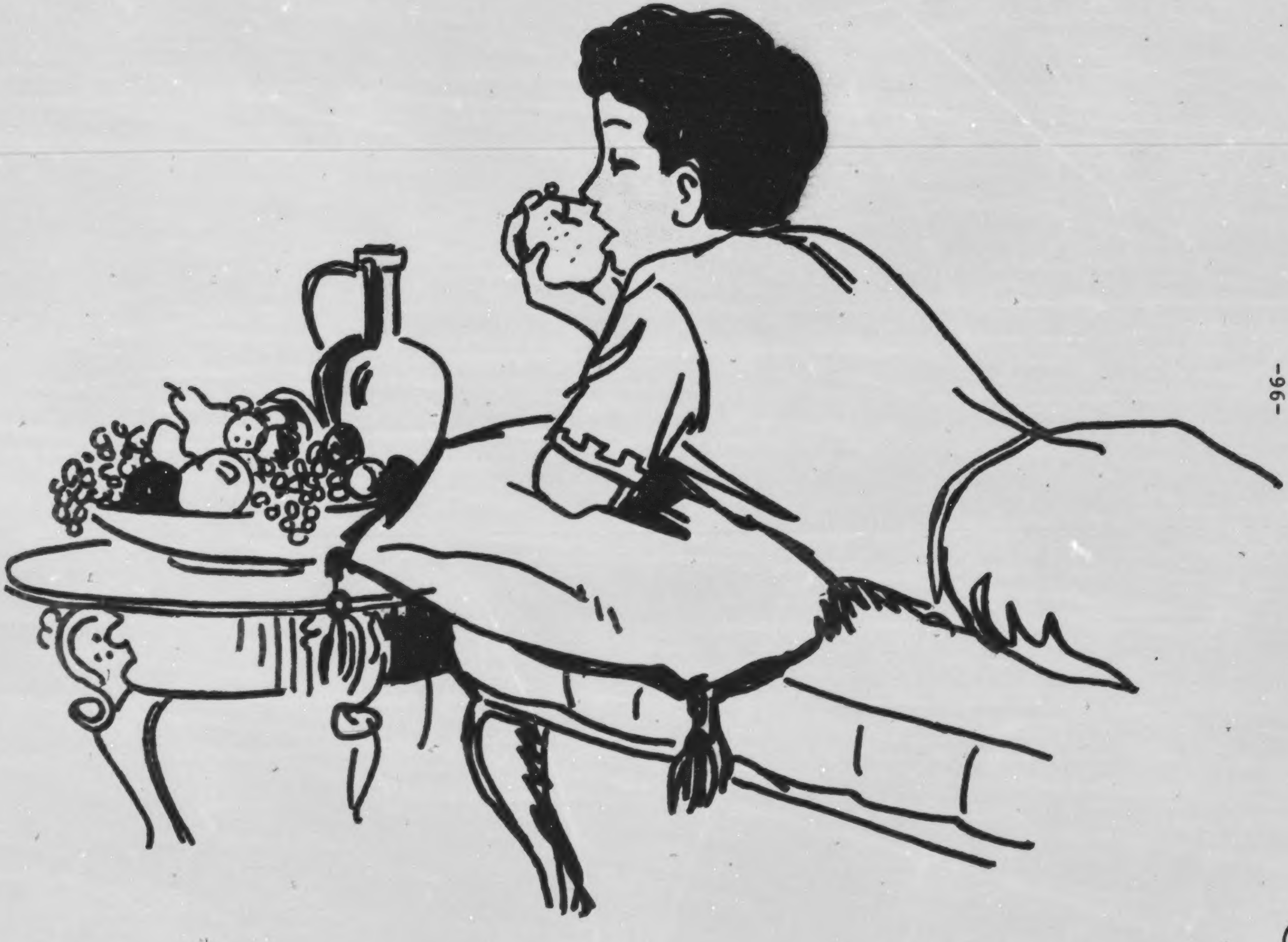

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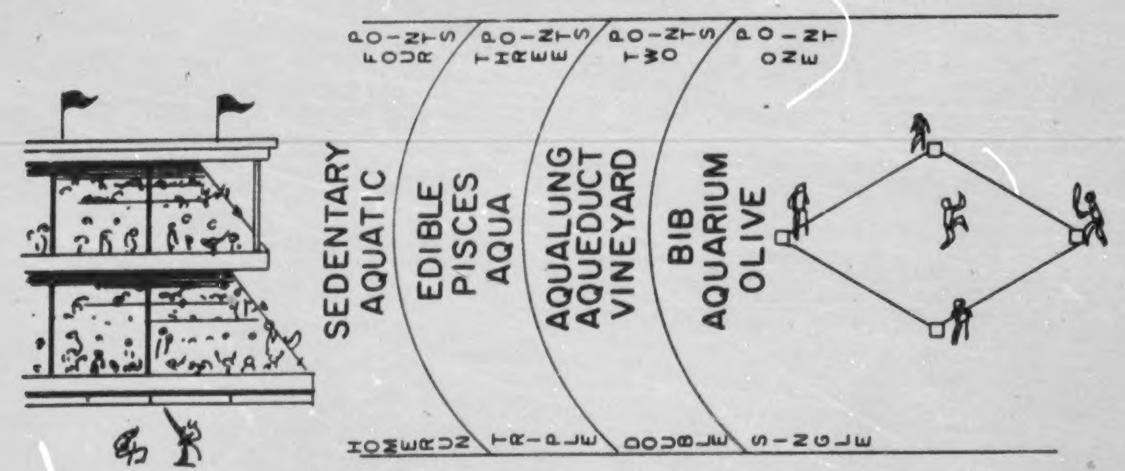

FOUR POINTS
THREE POINTS
TWO POINTS
ONE POINT
SEDENTARY
AQUATIC
EDIBLE
PISCES
AQUA
AQUALUNG
AQUEDUCT
VINEYARD
BIB
AQUARIUM
OLIVE
HOMERUN
TRIPLE
DOUBLE
SINGLE

"Bonus" Baseball is the name of the game. Get a hit worth one, two, three or four points by underlining the word that correctly completes the sentences. The baseball field shows that words in the "single area" are the easiest and those in "home run" are the hardest. Get ready! Get Set! Play Ball!!

1. A place where grapes are grown is a _________.
   a. aquarium
   b. vineyard
   c. aqueduct

2. Something that can be eaten is __________.
   a. edible
   b. sedentary
   c. aquatic

3. A place where you keep fish is an _______.
   a. vineyard
   b. olive
   c. aquarium

4. A sign of the zodiac that looks like a fish is _______.
   a. sedentary
   b. Pisces
   c. aqualung

5. Sports like swimming and sailing are ________sports.
   a. edible
   b. aquatic
   c. sedentary

6. The ancient Romans brought water from far away into the city by means of an_______.
   a. aqueduct
   b. vineyard
   c. Pisces

7. Since she sits down most of the day, a secretary has a __________ job.
a. edible
b. aquatic
c. sedentary

8. On the TV show "Sea Hunt," Lloyd Bridges wears an _______ when he goes underwater.
a. olive
b. bib
c. aqualung

9. Mother puts a _________ on the baby before she feeds him.
a. Pisces
b. bib
c. aqualung

10. On my salad, I like just plain vinegar and _______ oil.
a. bib
b. aqualung
c. olive

11. The color of Peggy's blue-green dress is called _______.
a. sedentary
b. aqua
c. edible

The boy on the bank of Cobbs Creek is fishing for "word-fish." Can you help him catch the fish? Fill in the fish in the sentences with the correct word. The clues are in parenthesis.

Here are your first five words and sentences.

aquarium aqualung aqueduct

aquatic aqua

1. My brother and I take turns changing the water in our (fish tank).
2. Water lilies are (grown in water) plants.
3. The scuba divers work underwater with their (air tanks).
4. We will paint our lake cottage (bluish-green)
5. Some of the most beautiful ancient Roman ruins are the (bridges for water).

bib

edible vineyard

Pisces sedentary

6. The baby's milk ran down his chin onto his (neck-apron) 🐟.

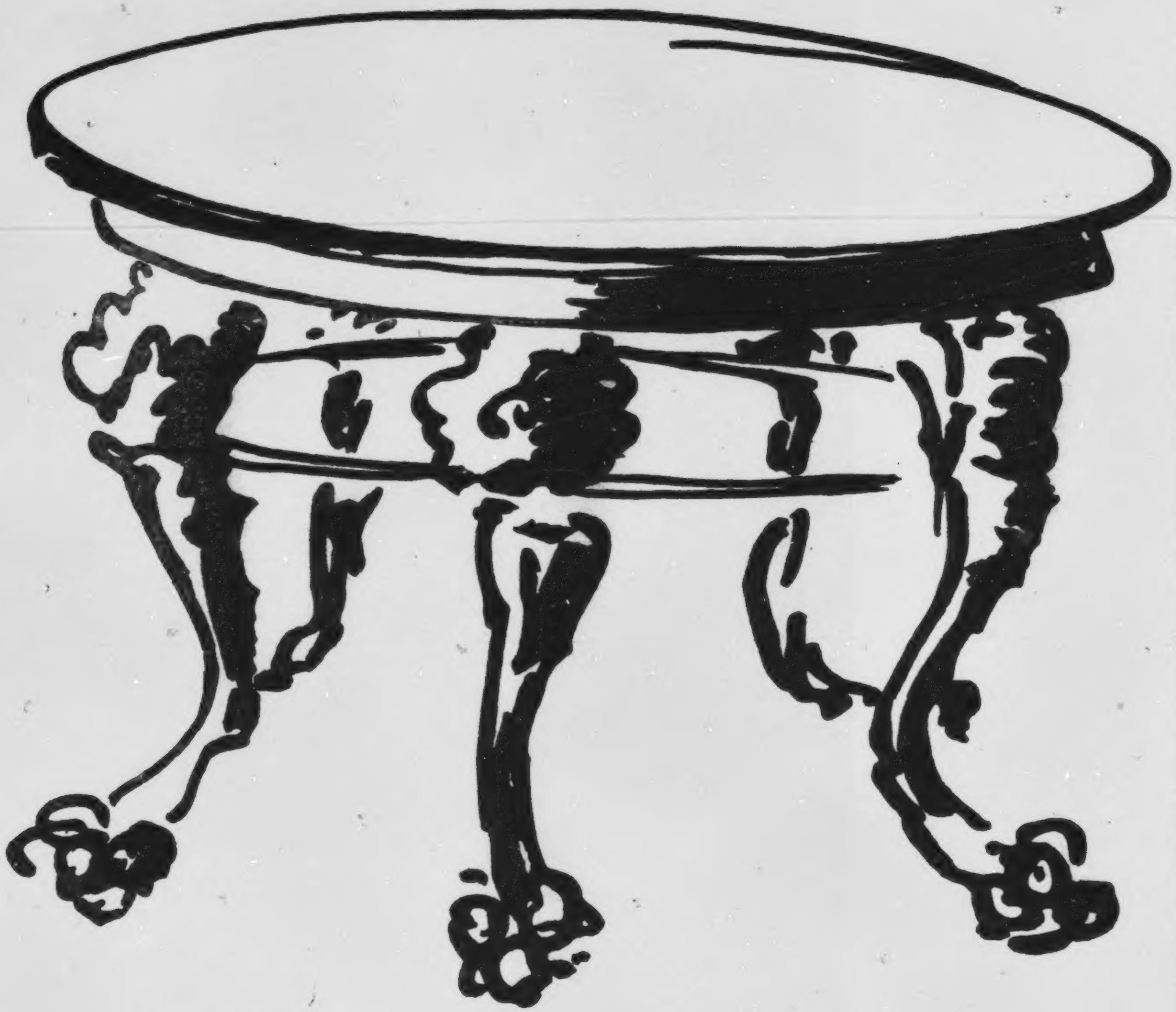
7. Many wild berries and plants are (good to eat) 🐟.

8. Julio Gallo grows grapes in his (field of grapevines) 🐟.

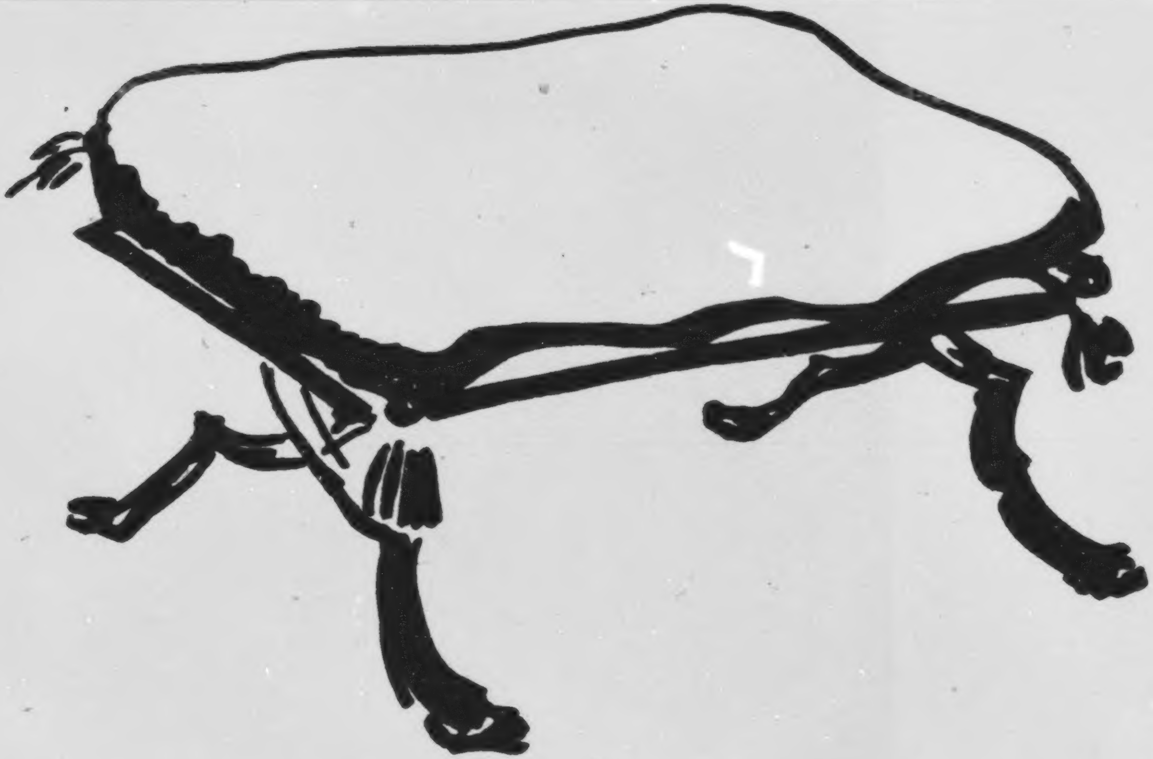
9. A secretary who types all day is a good example of a (sitting) 🐟 worker.

10. Most people born in March come under the zodiac sign called (Fishes) 🐟.

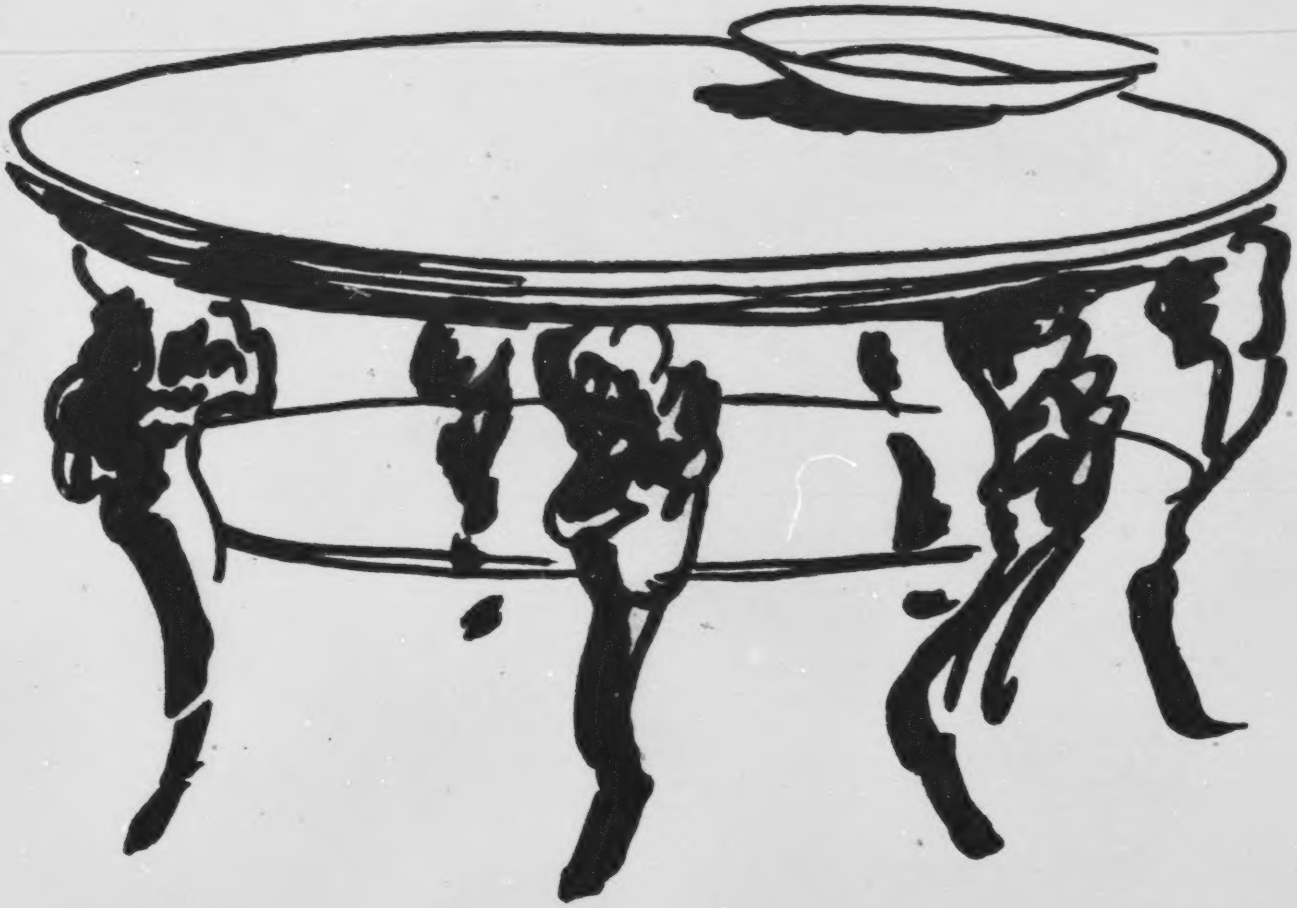
Activity 15



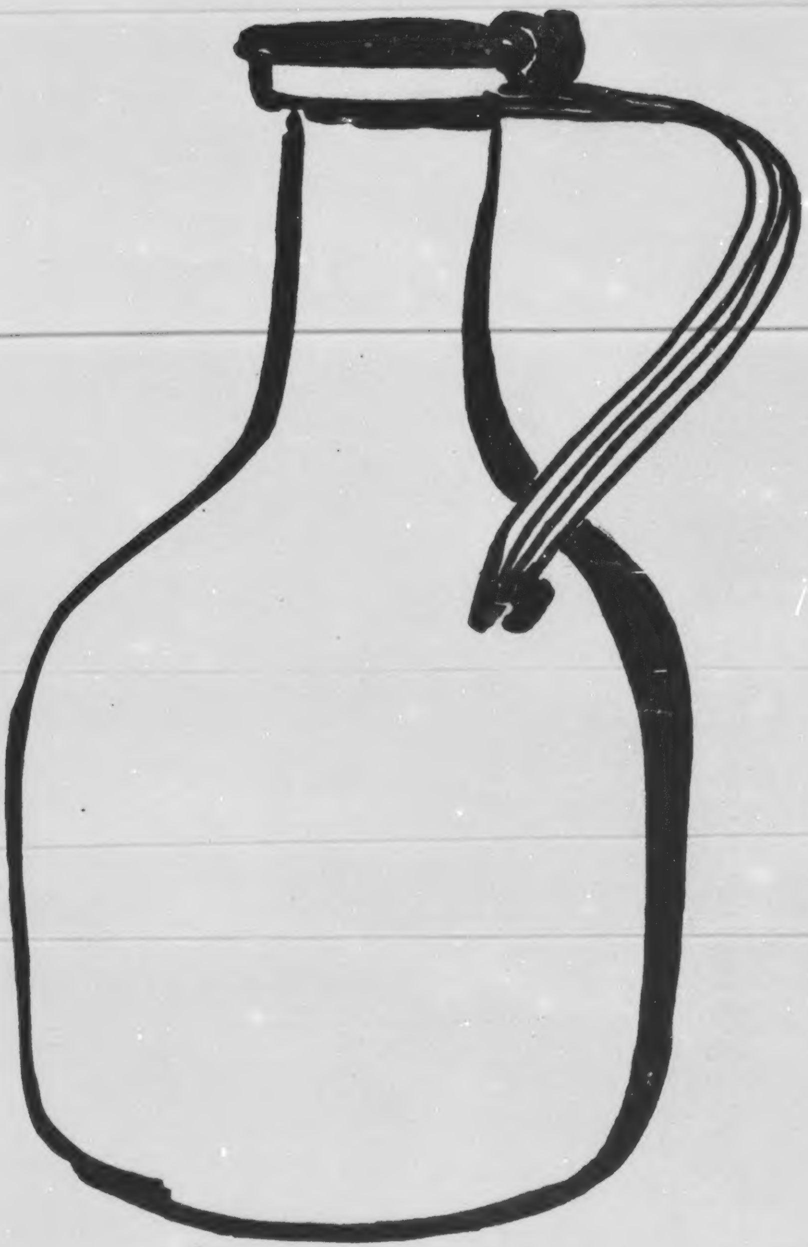
Activity 15



Activity 15



Activity 15



Activity 16

Praenomen Meum Est ______________________________

Nomen Meum Est ______________________________

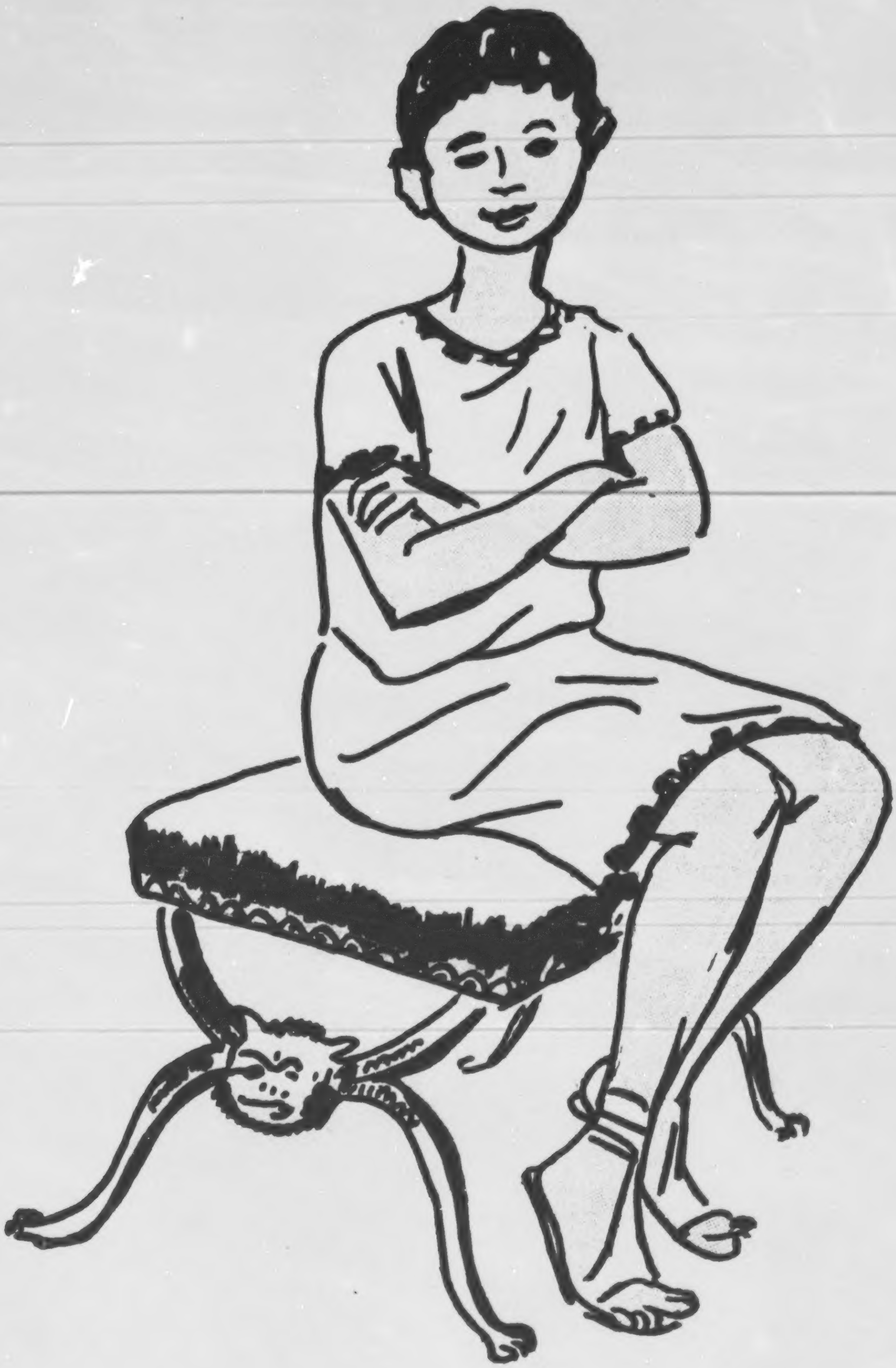
I. Fill in the missing words

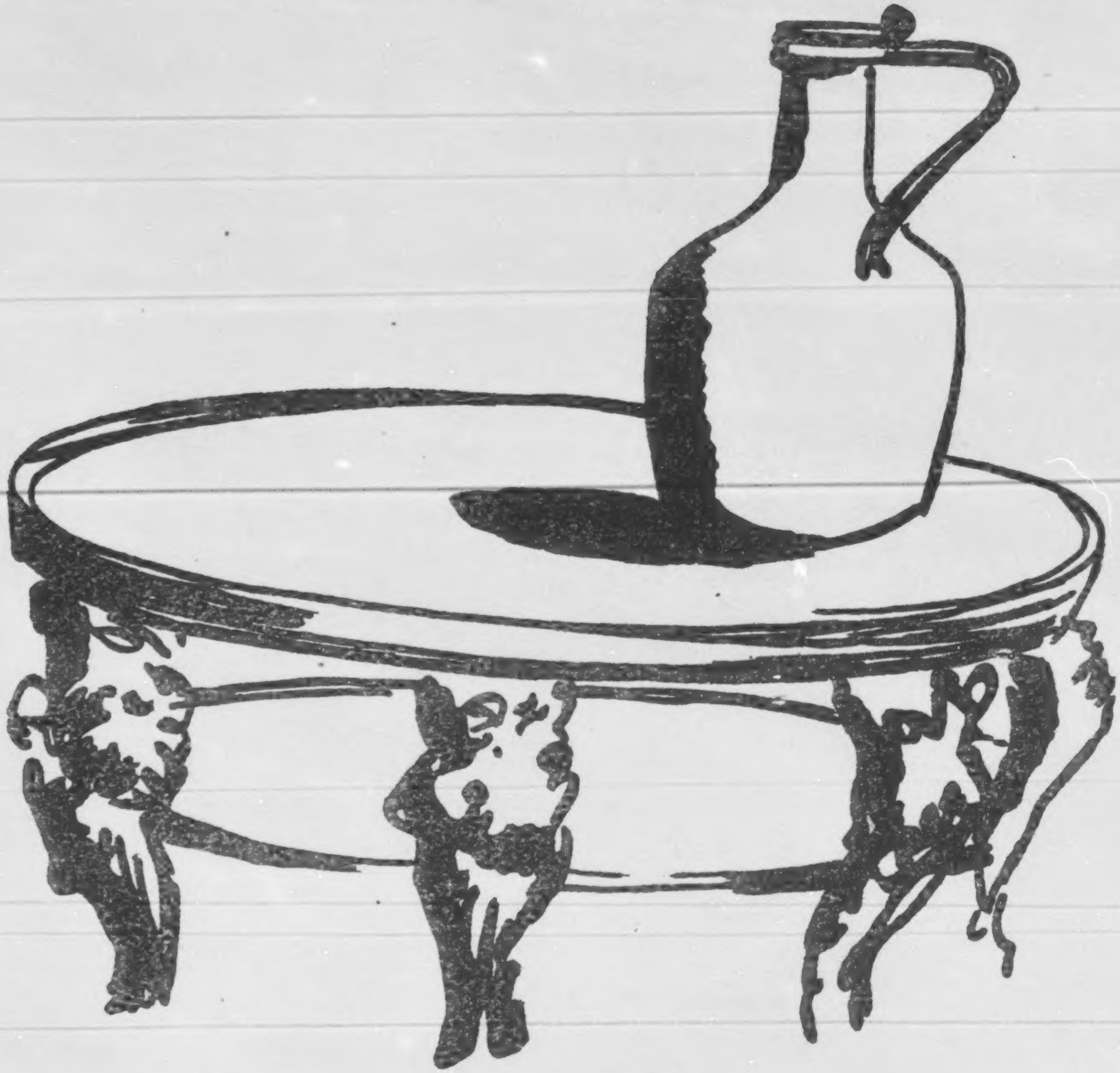
	Singlular (1)	Plural (2+)
Example:	Sella	Sellae
	Mensa	____________
	Puella	____________
	Oliva	____________
	Urna	____________

II. Pinge Picturas:

1. Sunt mensae
2. Est puella.
3. Est oliva.
4. Sunt sellae
5. Sunt urnae

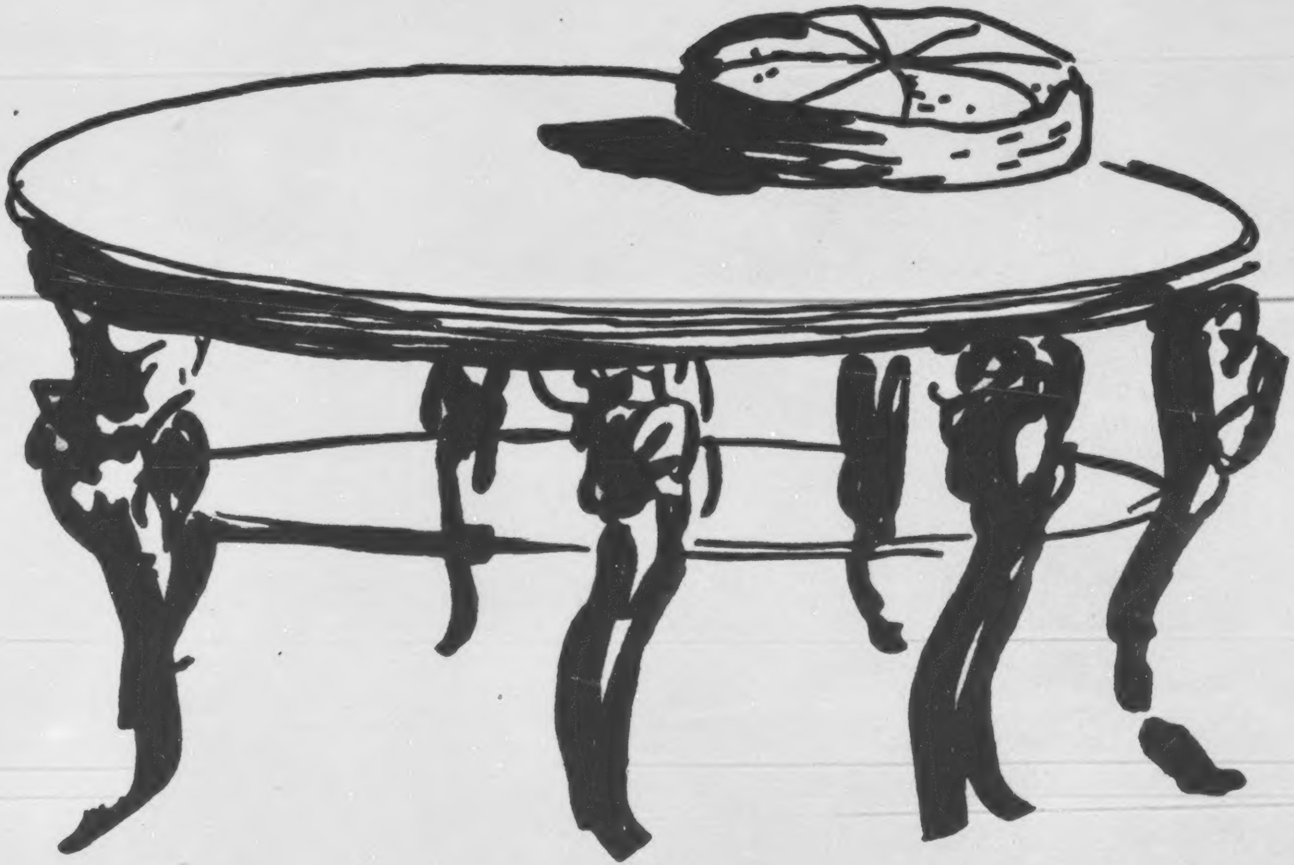
Activity 17

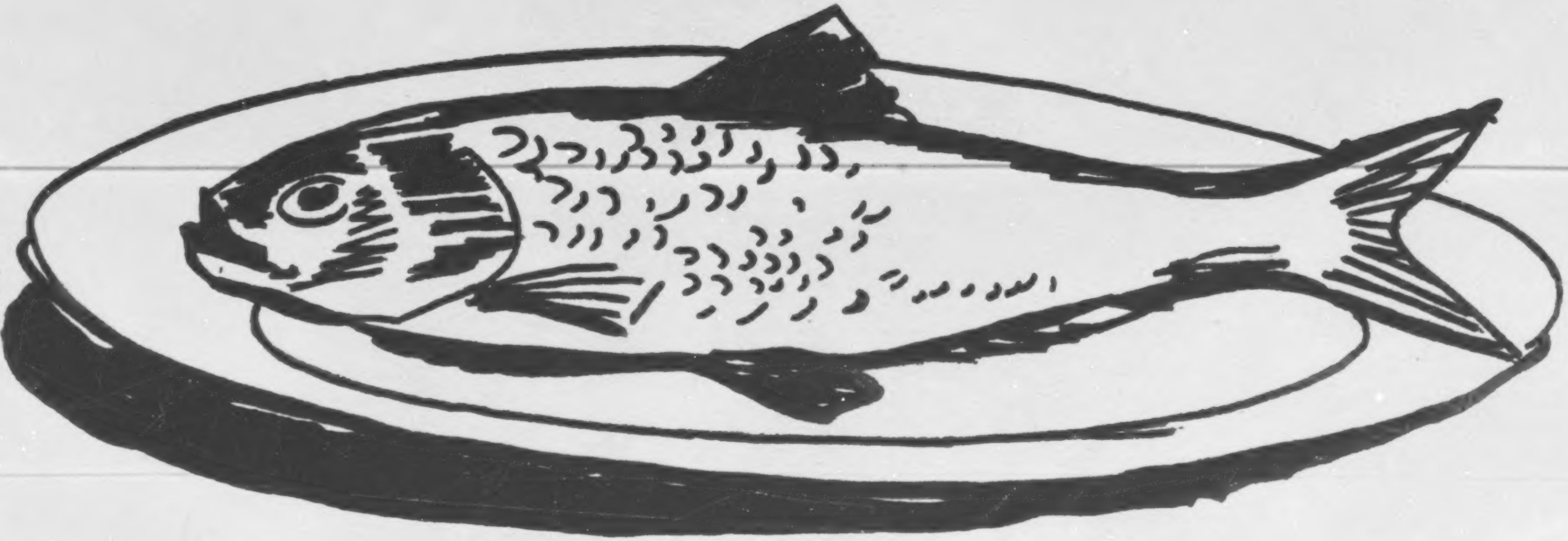




Activity 17

Activity 17





Activity 17

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PLAYLET

Characters - Marcus, Julia, Pater, and Mater.

Directions

Marcus is in a chair eating.

Others enter.

Mater, Pater, and Julia - Salvete ! (to one another)

Julia - Ubi est Marcus?

Pater - Marcus est in sellā.

Mater - Quid agit Marcus?

Julia - Marcus edit et bibit.

Mater - Quid est in mensā?

Pater - Panis est in mensā.
Patina est in mensā.

Julia - Aqua est in mensā.

Mater - Caseus est in mensā.

(All walk over to Marcus)

(All say,"Salve!" to Marcus)

Marcus - Optimum aqua est.

Activity 19

NOMEN________________________________

J	A	B	C	P	D	E	F	N	I	T	A	L
E	D	I	T	A	G	H	B	I	B	I	T	I
F	J	K	L	N	T	P	M	A	Q	U	A	N
F	O	P	Q	I	I	O	R	S	E	D	E	T
E	P	S	T	S	B	M	U	P	V	W	X	Y
R	O	M	E	Z	M	P	A	A	B	C	D	E
S	M	E	F	G	U	E	U	R	N	A	H	Y
O	U	N	B	I	C	I	J	A	C	K	L	E
N	M	S	I	M	E	I	N	G	I	A	A	L
H	O	A	B	P	R	Q	R	U	T	N	Q	N
O	S	T	U	A	L	L	E	S	A	I	U	O
U	V	P	I	S	C	I	S	W	U	T	E	C
S	V	E	D	I	B	L	E	X	Q	A	D	S
T	A	Y	Z	A	Y	R	T	N	A	P	U	S
O	L	B	C	S	A	L	V	E	D	E	C	I
N	E	F	S	U	I	V	U	S	E	V	T	M

Find these words in the puzzle!!

piscis
asparagus
Miss Conley
urna
mensa
edit
Jefferson-Houston
bib

panis
Latin
patina
aqua
recumbit
pantry
Salve
aquatic

pomum
Rome
sella
sedet
bibit
edible
aqueduct
Vale

Unit L: In Hac Camerā

Class Activities

1. In addition to mensa and sella, students now learn to identify other objects in the classroom. The teacher displays the following items, says the corresponding Latin word aloud and has the students repeat: stylus, graphium, creta, erasura, and liber. Student volunteers select an item, hold it up before the class, and ask other students, "Quid est?" If two or more items are involved, the question is "Quae res sunt?"

2. A worksheet reviewing these words is completed by the students and checked in class.

PRAENOMEN MEUM EST ______________________________

NOMEN MEUM EST ______________________________

(Students are asked to circle the correct answer in numbers 1-8 as the teacher displays or points to an item and asks the question. Students are asked to draw pictures for numbers 9 and 10.)

1. Quid est? a. Est stylus. b. Est graphium.	5. Quae res sunt? a. Sunt cretae. b. Sunt creta.
2. Quid est? a. Est creta. b. Est erasura.	6. Quae res sunt? a. Sunt erasura. b. Sunt erasurae.
3. Quid est ? a. Est erasura. b. Est liber.	7. Ubi est erasura? a. Creta est in sellā. b. Creta est in sella.
4. Quid est? a. Est liber. b. Est arbor.	8. Ubi est erasura? a. Erasura est in mensa. b. Erasura est in mensā.
9. Pinge picturam. Sunt sellae	10. Pinge picturam. Sunt mensae 174

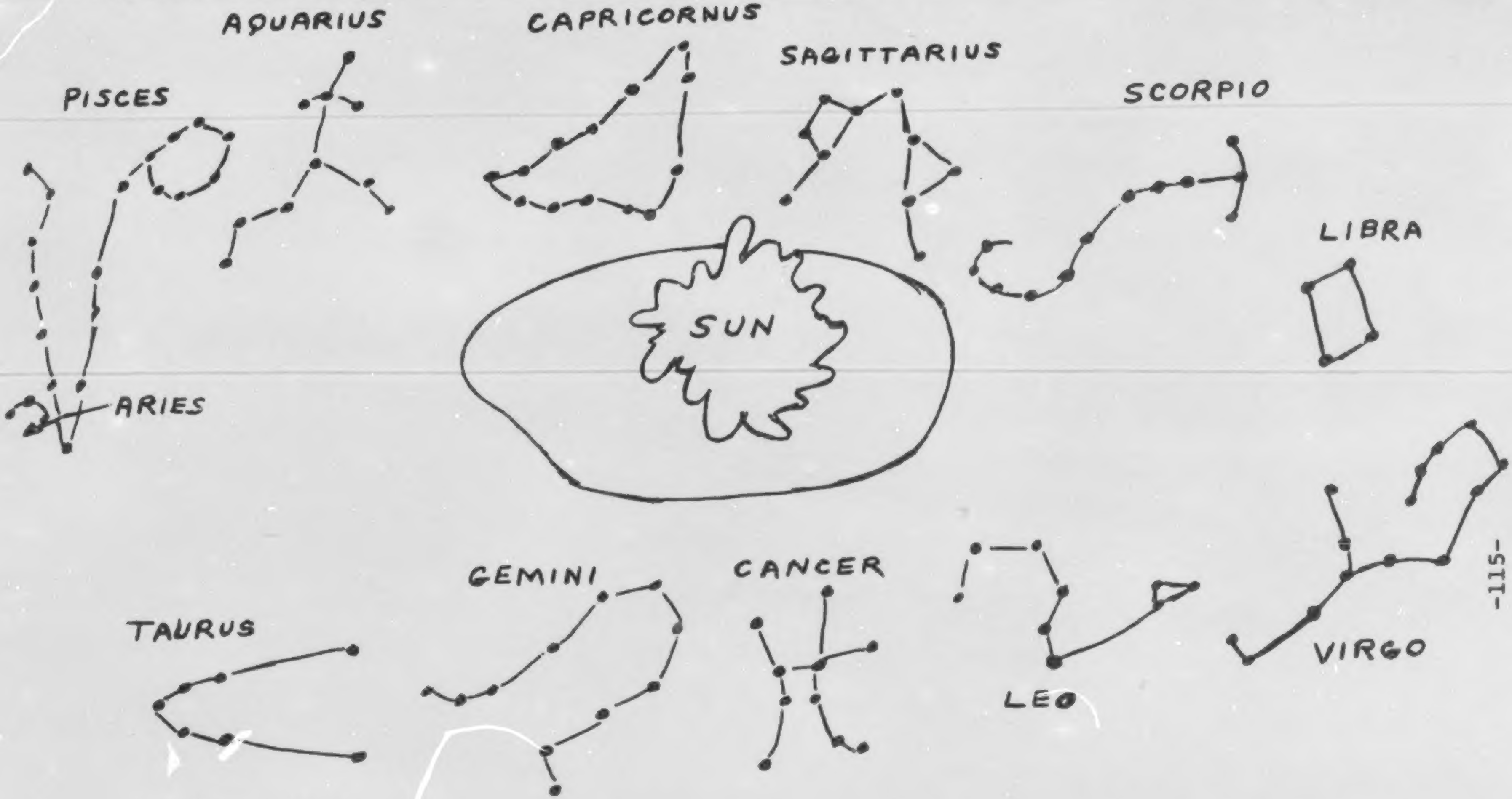
Unit M: The Zodiac

1. Class Activities

Students learn that the names of the twelve constellations in the Zodiac are Latin words.

A chart of the constellations, drawn by a student, is distributed and discussed.

The meanings of the words are explained.


AQUARIUS
CAPRICORNUS
SAGITTARIUS
PISCES
SCORPIO
LIBRA
ARIES
SUN
GEMINI
CANCER
TAURUS
LEO
VIRGO

Twelve constellations form a circle in the sky known as the Zodiac. As the earth moves around the sun, the sun appears to rise and set in a part of the sky marked by one after another of the constellations.

SIGNS OF THE ZODIAC

Pisces -	Fish
Aries -	Ram
Taurus -	Bull
Gemini -	Twins
Cancer -	Crab
Leo -	Lion
Virgo -	Maiden
Libra -	Scales
	We get the abbreviation for "pound" from this word - lb.
Scorpio -	Scorpion
Sagittarius -	Archer
Capricorn -	Goat
	Caper - goat Cornu - horn
Aquarius -	Water bearer

Unit N: Pompeii

Class ACtivities

1. The series of pictures with plastic overlays from the Encyclopaedia Britannica, Corp. are shown. General information about Pompeii and its destruction by a volcano in 79 A. D. is discussed. Information about the destructive powers of volcanoes is also discussed.

2. The filmstrip, "Volcanoes and Earthquakes," Earth-Science Series, Harper and Row Textfilms is shown.

3. Slides, postcards, and books about Pompeii are shown. Materials from the school library are brought to the classroom for student inspection.

4. Students complete "A Pompeian Picture Album" from Ancient Civilizations: Rome by Instructo.

5. A plaster of paris model of a volcano, prepared by the teacher, can be "exploded." Baking soda and water is a simple solution that produces the desired effect. Lighting a match to a small amount of ammonium dichromate (obtained from a high school chemistry laboratory) can also be used.

6. Students complete a fill-in-the-blanks worksheet on Pompeii and a Transverbum Aenigma.

7. Students discuss the possibilities for a newspaper on Pompeii. Classtime is given to complete their "articles."

8. A seek-a-word puzzle is distributed when all of the "articles" have been submitted.

POMPEII: A BURIED CITY

The ancient Roman city of Pompeii was located on the southwestern coast of Italy, less than a mile from the foot of Mt. Vesuvius. In ancient times Mt. Vesuvius was an active volcano. On several occasions it erupted, causing damage to nearby farms and homes. Pompeians, however, had grown used to the trembling earth and the rumbling of Vesuvius. They paid little attention to these signs of danger. As a result, they were not prepared for the terrible disaster that struck in August, 79 A.D.

On August 24, 79 A.D., burning lava burst forth from the crater of Vesuvius and flowed down its slopes toward the city of Pompeii. Thick, dark clouds of smoke covered the sky, turning day into night. Pieces of hot volcanic pumice were whipped about by strong winds, making it impossible to see. The city was showered with wet ash and hot cinders. A thunder and lightning storm made the eruption seem even more frightening.

Many Pompeians escaped from the city on foot, on horseback, or by chariot. People placed pillows and roofing tiles over their heads as they ran for safety. Some fleeing Pompeians fell in the streets, overcome by the volcano's deadly gases. Others stayed in their homes, trying to gather a few valuable belongings or waiting to be rescued. Many of these people were trapped and found it impossible to escape.

Three days later the eruption of Vesuvius ended. When the dark clouds drifted away, the city of Pompeii was no longer visible! It lay buried under a thirty-foot layer of ashes and mud. Of Pompeii's 20,000 inhabitants, 2,000 had died in the disaster.

The well-preserved remains of Pompeii were discovered sixteen centuries later. Since the discovery in 1748, archeologists have spent much time carefully uncovering the buried city. They have studied Pompeii's ruins to learn about ancient Roman city life.

In the center of the city archeologists have uncovered a large, open public square or *forum*. The forum was surrounded by groups of important buildings. Pompeii had two theaters, a gladiators' court, many temples, and several large, radiantly-heated public baths. Archeologists have also found many large, two- and three-story houses that belong to the wealthy Roman merchants of Pompeii.

Pompeii was an important center of trade and business. The city was known for its production of millstones, fish sauce, perfumes, and cloth. Archeologists have uncovered a large, covered market and the shops of bakers, cobblers, potters, and felt makers. The trade of wine and oil also made Pompeii a prosperous city.

A POMPEIAN PICTURE ALBUM

On pages 15 and 16 is a Pompeian picture album for the year 79 A.D. Imagine that this picture album was kept by a Pompeian citizen who was an eyewitness to the eruption of Mt. Vesuvius. The album was uncovered by archeologists on an imaginary archeological expedition at the site of Pompeii. The album is damaged and in need of repair. Use what you have read about Pompeii and additional research to guide you in restoring the album to its original condition.

DIRECTIONS:

1. Restore color to each picture drawn by the owner of the album.
2. Some pictures have missing captions. Write suitable replacement captions for these pictures.
3. Some album pictures have been lost. Use the information given in the captions of the missing pictures and other research to draw replacement pictures.

Reorder No. 2114 Ancient Civilizations: Rome

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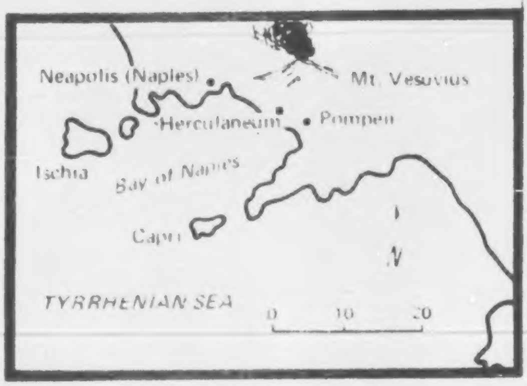
A POMPEIAN PICTURE ALBUM - 79 A.D.

LOCATION OF POMPEII

The city of Pompeii is located on the southwestern coast of Italy near the Bay of Naples. It is less than a mile from volcanic Mt. Vesuvius and about 130 miles south of Rome.

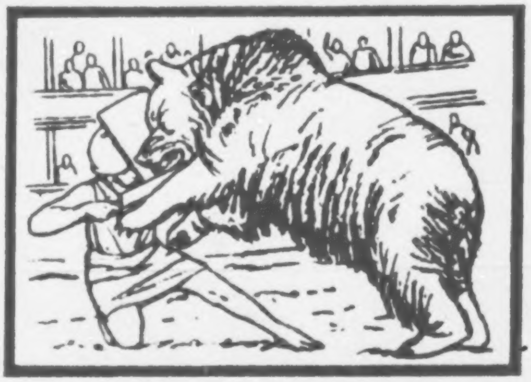

Neapolis (Naples)
Mt. Vesuvius
Herculaneum
Pompeii
Ischia
Bay of Naples
Capri
N
TYRRHENIAN SEA
0
10
20

The Forum of Pompeii

The forum of Pompeii is used by Pompeians for public assemblies and business. The buildings include a large, open-air theater, a Doric Greek temple and a barracks for gladiators.

A GLADIATOR FIGHT

At a Pompeian amphitheater a gladiator fights a wild bear with great skill. The gladiator (a slave, prisoner of war, or paid fighter) fights men or wild beasts. Protected by armor, he defends himself with a short sword, spear, dagger, or trident (three-pronged spear). The gladiator fight was a favorite form of entertainment for many Pompians.



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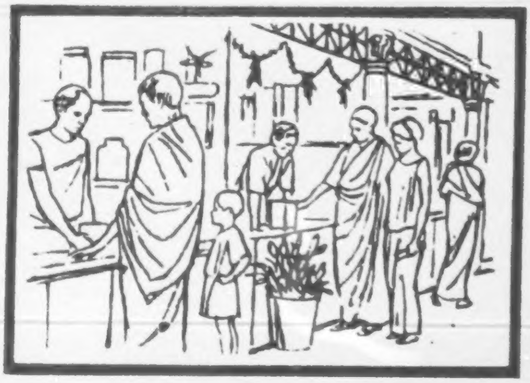
A POMPEIAN PICTURE ALBUM - 79 A.D.

A POMPEIAN MARKET PLACE

Citizens stroll through a Pompeian market inspecting the goods that merchants display at their stalls. Wine, oil, pottery jars, perfume, cloth, fish, fresh vegetables, and baked goods ara for sale.

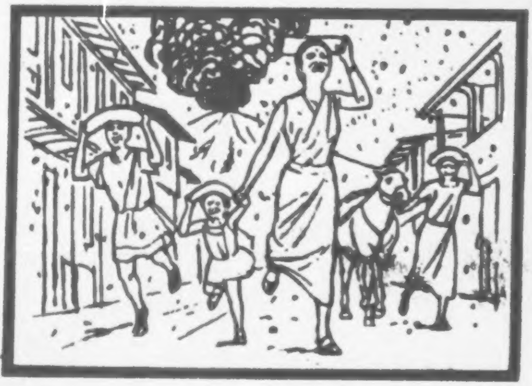


Eruption of Vesuvius

On August 24, 79 A.D Mt. Vesuvius violently erupted. Cinders and ashes from the volcano darkened the sky. Lava poured from the crater of Vesuvius and threatened the city of Pompeii

POMPEIANS FLEEING CITY

Mt. Vesuvius showers the city with wet ash and hot cinders. A thunder and lightning storm frightens the people. Pompeians escape from their doomed city on foot, on horseback, or by chariot. People place roofing tiles and pillows over their heads as they run for safety.



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POMPEII

On August 24, ________ the ancient Roman City of ___________ was destroyed when Mt. ____________erupted. Pompeii is located on the ___________________ coast of Italy, __________ of Rome. This volcano erupted for ________ days and killed __________ people in the city. We know how many people died because we have found their bodies. Most people escaped, but some suffocated from the poison gas and were covered by __________. The lava completely covered the city. It was ___________ deep. We get the word volcano from the Romans who believed that the god of fire, _____________, was inside the mountain causing it to erupt. Archaeologists have uncovered the city and many tourists every year visit this city.

Pompeii
30 feet
Vesuvius
Vulcan
3

2,000
lava
south
southwestern
79 A. D.

PRAENOMEN MEUM EST ____

NOMEN MEUM EST ____

POMPEII

TRANSVERBUM AENIGMA

Trans

1. The lava which covered Pompeii was how many feet deep? ____________
2. Hot rock that comes from a volcano is ____________.
3. Ancient Roman city destroyed by a volcano: ____________________.
4. Roman god of fire; his name gives us the word volcano.____________
5. Pompeii is located _______of Rome.

DE

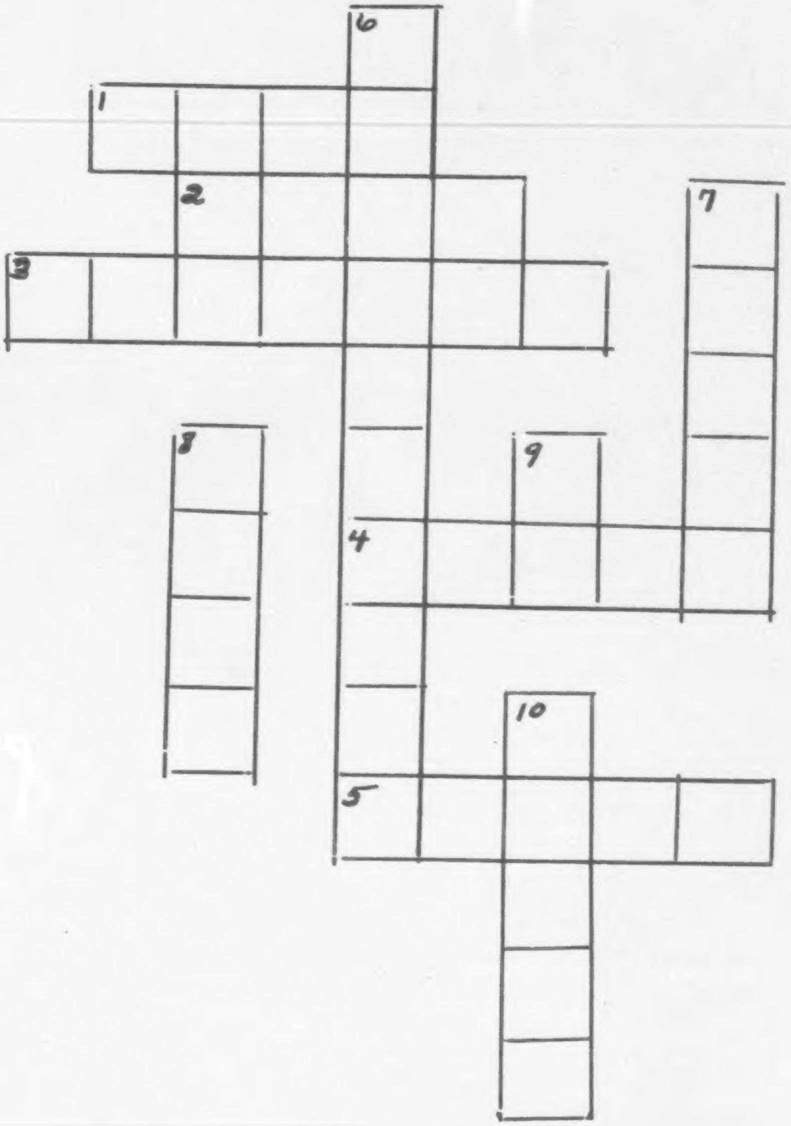
6. Name of the volcano that destroyed Pompeii ___________________.
7. Hot rock still inside the volcano is called _____________.
8. The number of Pompeians who died in the volcano______________.
9. Mt. Vesuvius erupted for __________days.
10. Not only do volcanoes destroy but they can also_______________.

Activity 6

Praenomen meum est____________________________

Nomen meum est________________________________

TRANSVERBUM AENIGMA


6
1
2
7
3
8
9
4
10
5

LET'S TRY A NEWSPAPER!

Pretend that you are a survivor of the eruption of Mt. Vesuvius. You are writing about your experiences for the newspaper," The Pompeii Post." Choose one of the topics below and write an article. Hurry! The editor is waiting for your article.

1. Headline
2. Description of the eruption of Vesuvius
3. Description of the panic
4. Pictures

    of Mt. Vesuvius
    of the people escaping

5. Talk with the survivors:

    How did they get out?
    What were they able to take with them?

6. What were you doing when Vesuvius erupted?

    Noon - August 24, 79 A.D.

7. What are your plans for the future?

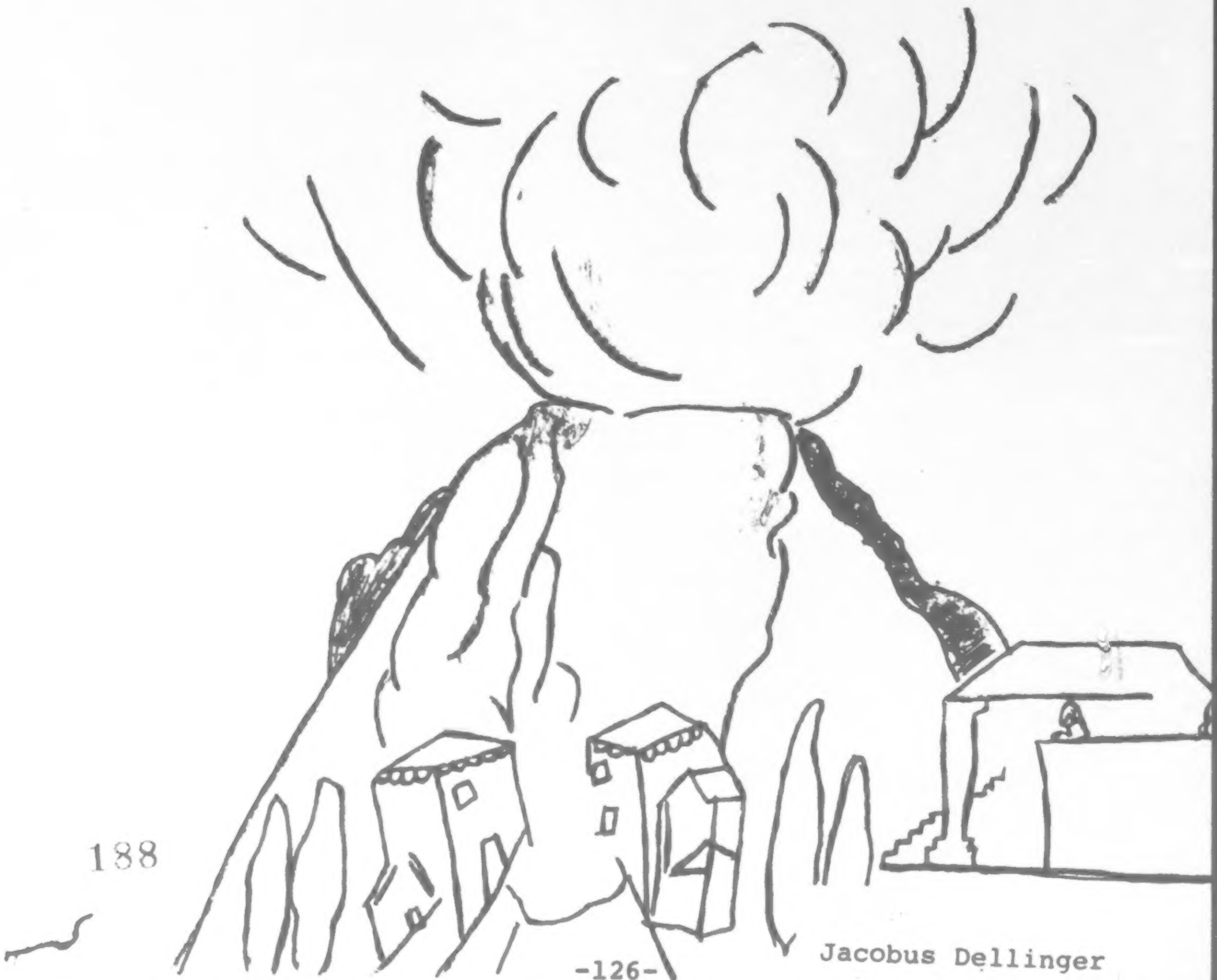
NEWSPAPERS

Activity 7

THE POMPEII POST

VOLUME I AUGUST 27, 79 A.D.

MT. VESUVIUS BLOWS ITS TOP!!



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Jacobus Dellinger

THE BIG ONE BLOWS ITS TOP!!!! (Robertus Vallee)

Yesterday the great volcano, Mt. Vesuvius, erupted. 20,000 people lived in Pompeii. 2,000 died. When I saw the volcano erupting, I got my children, wife, and myself. I put them on two chariots driven by white horses. Finally, the lava poured out faster. The horses went faster. We held our hands over our mouths and noses. The horses held their heads low. Finally we reached Rome. When we were safe in Rome, we could see the black smoke from the volcano.

By Virginia Akers

MT. VESUVIUS BLOWS UP!!

By Venus Humphreys

I was going to work. Then the town was shaking. I looked up at Mt. Vesuvius. It was ready to blow up. All the people were running down the street. The people had pillows on their heads. Some people left their dogs tied up in their back yards. The lava was pouring out and hot rock was popping up.

I was getting ready to eat lunch. Then before I could take a bite, I heard a big noise. I looked out the window and hot lava was coming down the hill, so I got a shield and started running with my family and my dog was still in the house. I went and got my dog and started running again. I kept running until I reached Rome.

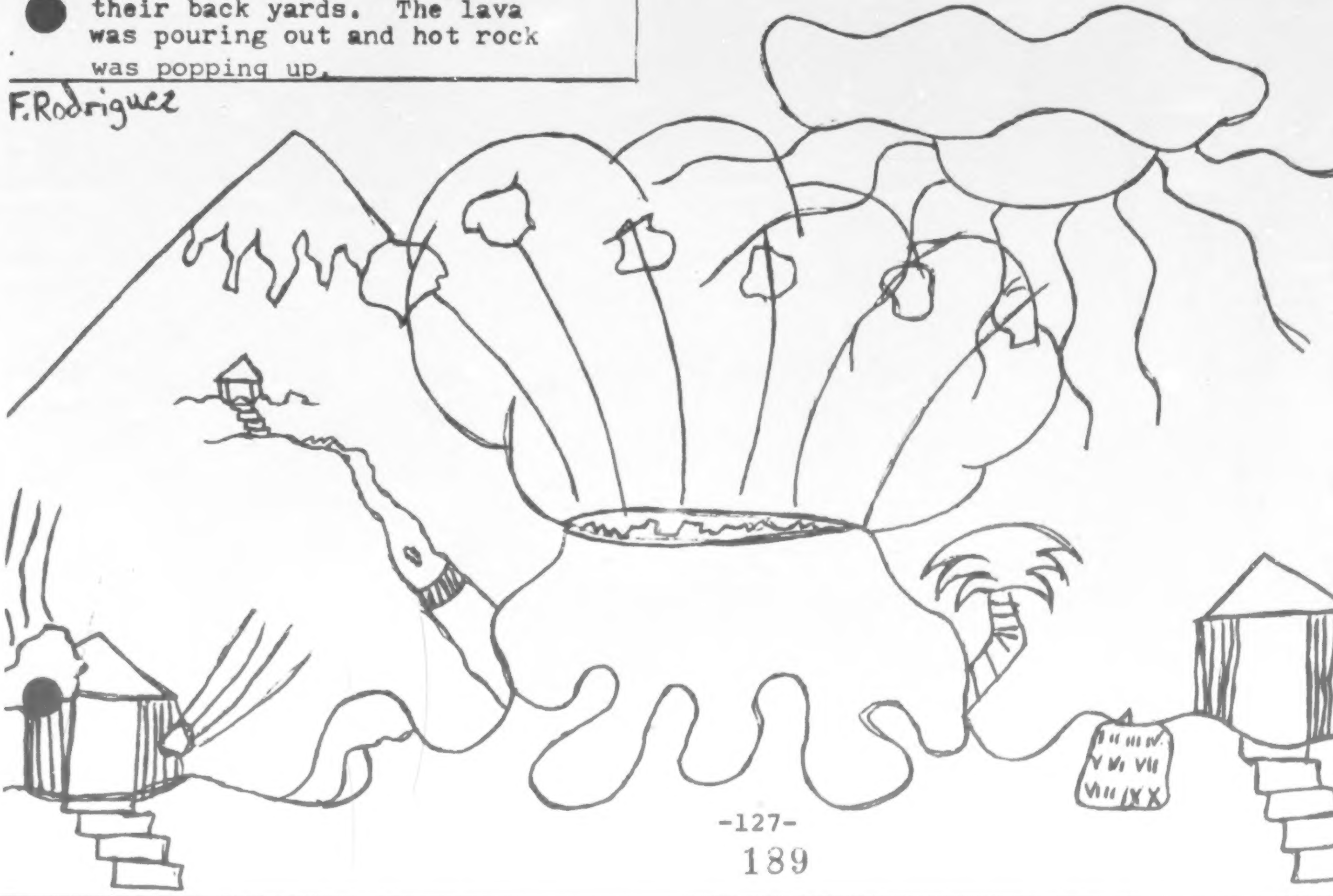
By Robertus Hedrick

HOW I ESCAPED!

BY Francisca Meador

Yesterday a volcano erupted. I was at the theater watching the play "The Dead Man". I almost wasn't a survivor. I was with my family at the play and the whole family died except me. I am going to go to Greece. The volcano had a very frightening sound. I ran as far as I could to get away from the volcano. I was very frightened. An old man found me and took me here-the reporter's office.

F.Rodriguez



JOANNES CRISP

MT. VESUVIUS ERUPTED AT NOON!

By Apollo Allen

Some people left because of the warnings from Mt. Vesuvius. The others thought it would not erupt, because it did it before. Then Mt. Vesuvius finally erupted. The people grabbed everything they could get and grabbed a roof tile or anything to cover their heads. Not very many died during the eruption. The lava got up to 30 feet deep. Finally Mt. Vesuvius stopped.

On August 24, 79 A.D. Mt. Vesuvius erupted and hot lava poured down the side. The gas from an volcano is dangerous. Hot lapilli shot up in the air. The people ran from the hot gas and lava that was coming down the street. The eruption killed 2,000 people.

By Marcus Davidson

" I ESCAPED "

On August 24, 79 A.D. Mt. Vesuvius erupted. I am a survivor and both of my parents and my brothers died. My sisters were badly injured. Mt. Vesuvius erupted at 12 noon. I feel very

(continued-column II)

SURVIVOR TELLS WHAT HAPPENED!

By Apollo Allen

"I was eating lunch when Mt. Vesuvius started shaking, but I did not think very much of it, because it was going on for a week. All of a sudden someone called out that Mt. Vesuvius was erupting. I went as fast as I could, because I was expecting it to erupt. I tried to stay as long as I could. I took everything I could get and took a roof tile and got on my horse and rode as fast as I could. I stopped riding when I was a hundred miles from the city. I looked back at the city being covered. I could not get my family out in time. Then I went to the nearest city."

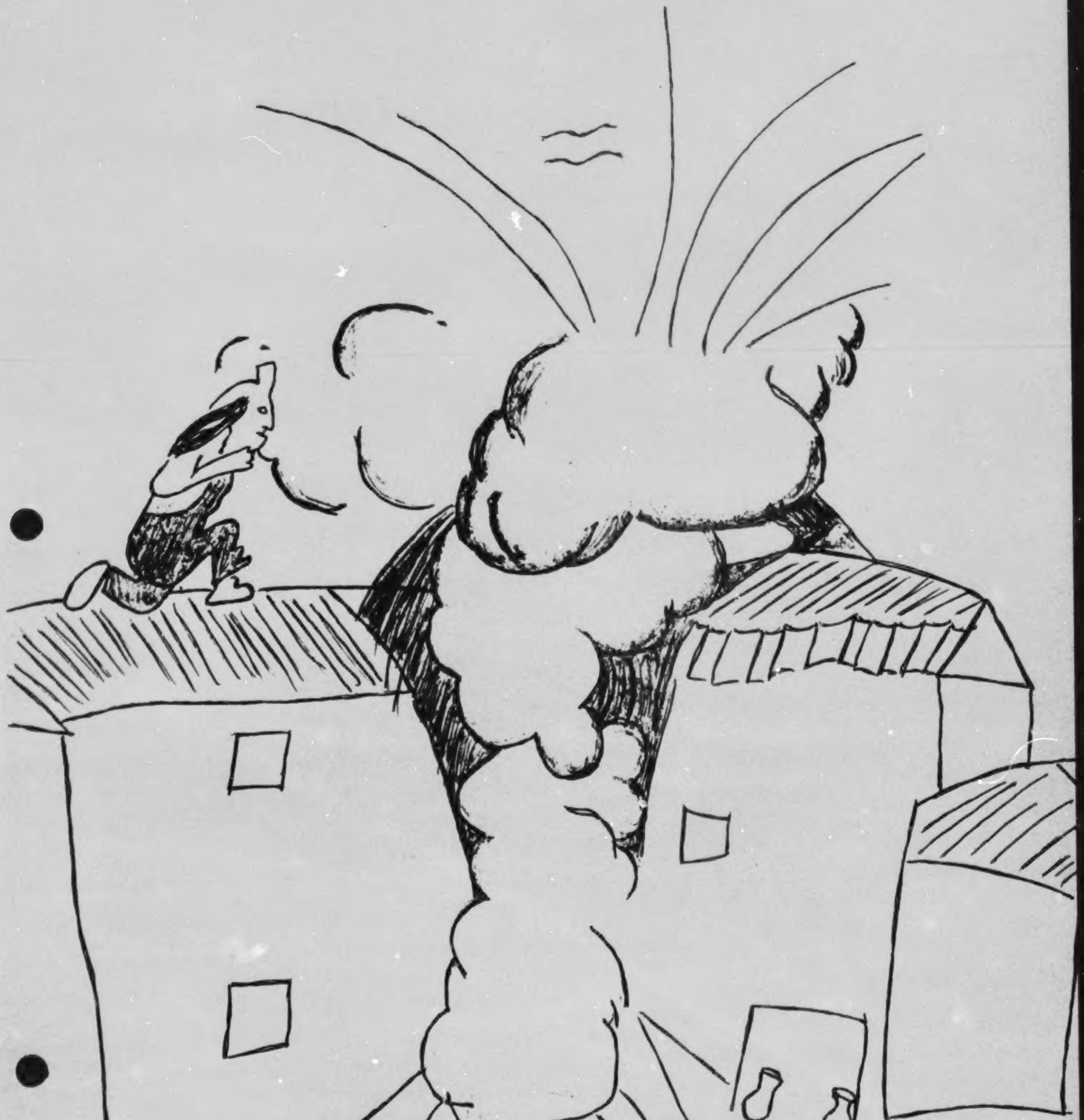
"I ESCAPED" (con't)

terrible that I lost everything except my dogs and cat.

My cat was following me while I was looking at the volcano and walking my dogs. The volcano started erupting and had sort of yellow-orange lava coming out. I ran home and told my family and we all ran. Part of my family died.

I would like to live in Rome. I always wanted to go to Rome. But first I'll get my sisters.

By Francisca Meador

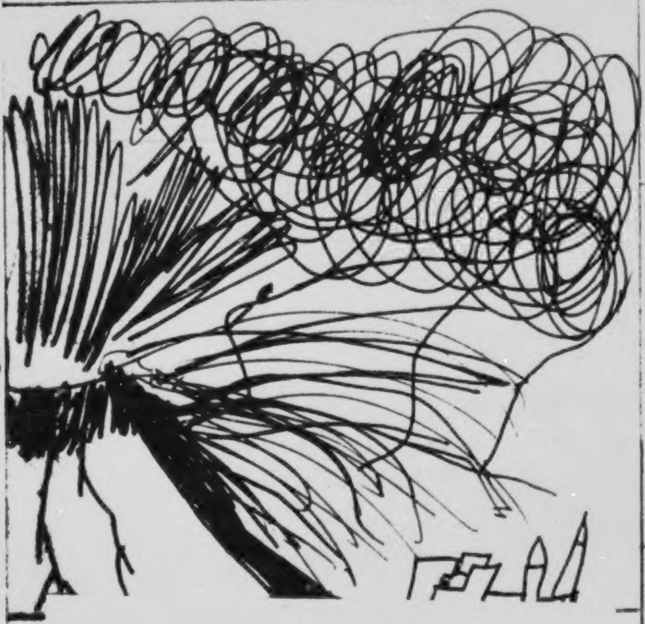


Jamie Dellinger

AN EYE-WITNESS REPORTS!!

People at the eruption of Mt. Vesuvius were knocking each other down. One mother was running with her child and all of a sudden she was hit by a huge hot stone. She fell to the ground. The child turned and ran toward her mother. They were both covered with hot lava. The swindlers turned back and went into the houses and took other people's valuables. It was 100% sure that they would die.

By Jacobus Durland



PEOPLE ESCAPING FROM THE LAVA AND POISON GASSES - by Jacobus Durland

-LAVA RUNS OVER FARMER'S CROPS AND HOUSE

WORD FROM A SURVIVOR!!

"It was an experience that I will never forget as long as I live," said Fabius one of the survivors. "There was a tunnel that went under ground for 5 miles and I took my chances and went through the tunnel and came out many miles from Pompeii. Many people tried to escape, but they either died of poison gas or from the very hot lava."

Jacobus Durland

"WHAT WERE THEY DOING?"

By Jacobus Durland

Many children were at school reading scrolls and working on their boards of wax. Many people were in some three-story buildings and others like farmers were working on their fields right at the foot of Vesuvius and were the most likely to die and they did.

MT. VESUVIUS STRIKES!!!

Carola Cochran

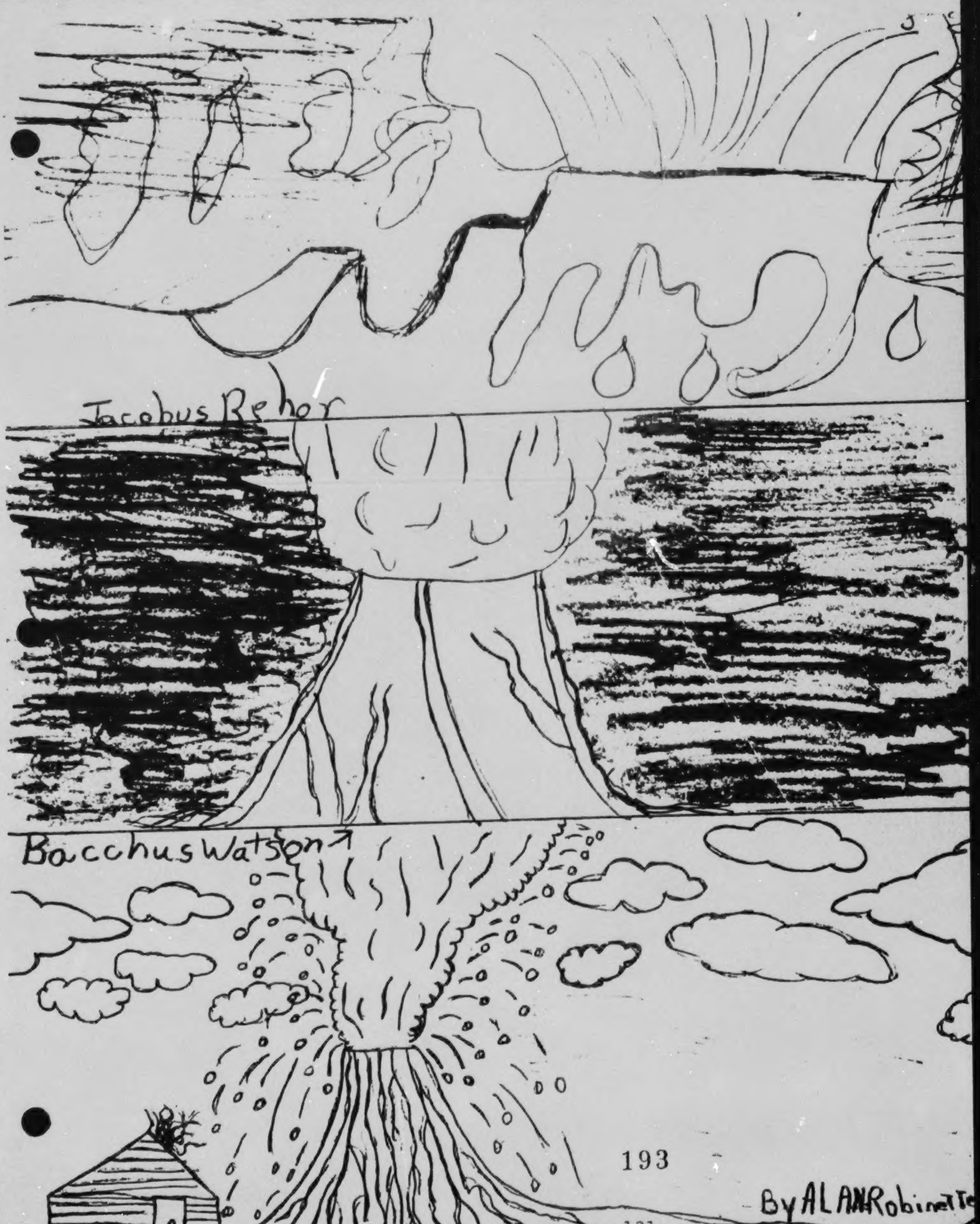
On August 24, 79A.D. I was going to the store to get some bread and wine. On the way back everything started to shake. Then Mt. Vesuvius struck! Lava and hot rocks came out of Mt. Vesuvius. Almost everyone ran. It was lucky that I escaped.

The fiery brightness of hot-flowing lava lighted the sky south of Rome. A mountain was belching forth its deadly contents. A creeping wall of melting rock descended the sides of the mountain destroying everything and everyone in its path. Nothing could escape its infernal heat and poisonous gas.

Mrs. Leonardus (classroom tea

Three days ago a mountain called Vesuvius erupted. Boiling hot lava, ash, and rock came flying down. Poisonous gas roamed the sky causing death to the people. The mountain erupted for 3 days. 30 feet of lava covered the city of Pompeii.

Georgius Gorham


Jacobus Rehor
Bacchus Watson
By ALAN Robinette

WHEN MT. VESUVIUS ERUPTED

Mt. Vesuvius erupted in Pompeii south of Rome in Italy. It erupted for 3 days and killed about 2,000 people. Some people died by the lava and poison gases. Some of the survivors are Marcus, Julia, and Fabius. Marcus and Julia are in the same family. They escaped by horseback. Fabius escaped by running.

When the volcano erupted I was sitting under a tree. Then I heard a loud noise. I got up and rode off on my horse. Then I saw some people on horseback and running.

Some of the people took clothes, children, and shoes. People had tile roofing and pillows over their heads. When the volcano erupted it was really hot and the poison gases were killing a lot of people.

My plans for the future are to live good. And to stay away from volcanoes.

By
Theresa Borror

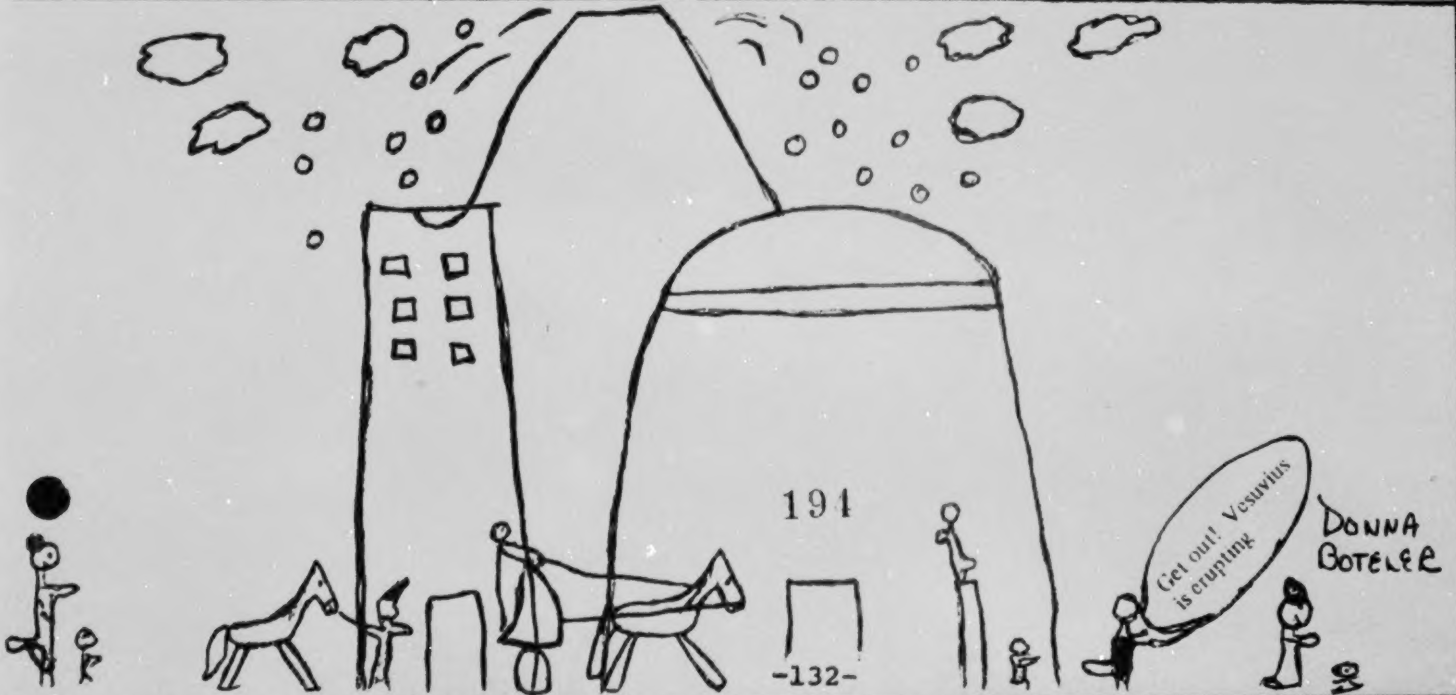
DESCRIPTION OF THE PANIC

When Vesuvius erupted, the people of Pompeii were terrified. The fright of dying was all over Pompeii. Everyone was running and pushing. With hot rocks being thrown and black gas coming out of the volcano it was hard to see where to go. People were trying to get away and some gas was getting to them before they could. People in Pompeii were yelling and some were so terrified that they ran into their homes and the lava covered them.

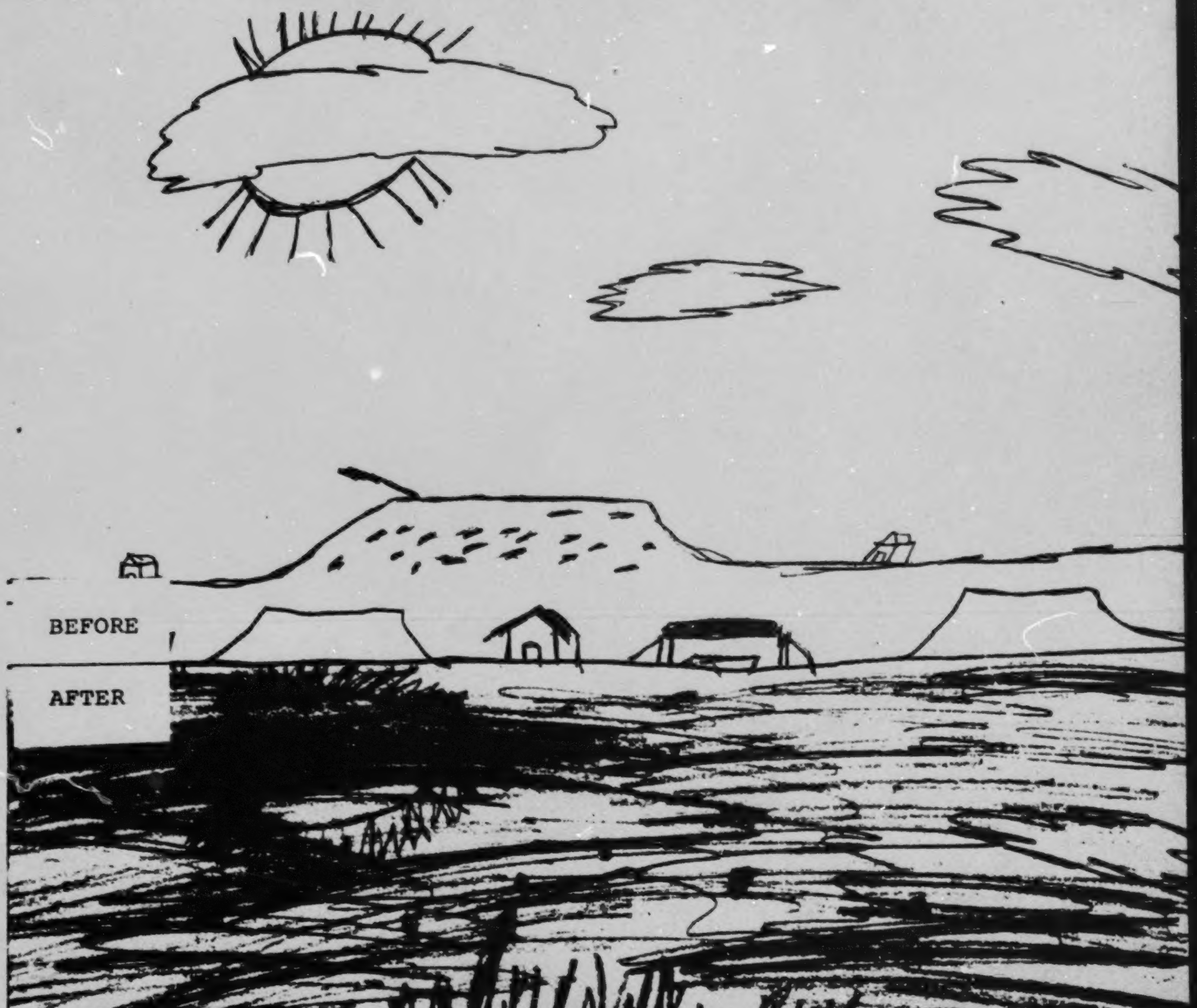
By Donna Boteler

Mt. Vesuvius erupted three days ago. It erupted with hot flying rocks. I saw many people getting killed. Some people ran and rocks hit the paper that they were holding and burned them. When Mt. Vesuvius erupted, it looked like fire crackers and red bubbles. Then black smoke came out of the volcano. It looked like it was raining rocks.

By Cindy Morgan


Get out! Vesuvius is erupting

DONNA BOTELER


BEFORE
AFTER
AUGUSTUS

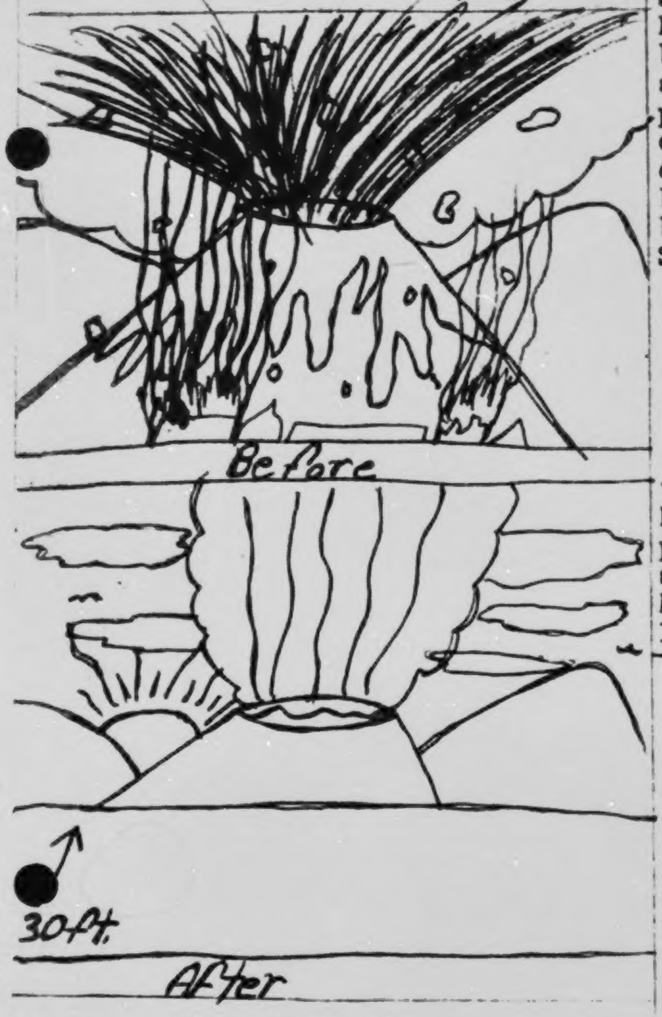
MT. VESUVIUS GOES BOOM!

By Jacobus McNeely

"The people are getting their things out. More than half of Pompeii is gone now. Our great god Vulcan is mad at us. We try to get away. Some died, some lived. What shall we do? We will wait for more to come then leave for Rome."

"When the volcano was erupting I was eating lunch with my friend. We got up and ran in the other room and put pillows on top of our heads. When we came came out of the house, the house got lava on it and it fell down. My friend and I ran and were safe.

Gina Neely



Apollo Allen

SURVIVOR TELLS PLANS

Starletta Carter

"Well, my plans are to find out what is left of Pompeii. I know that there are some things that are left. And I am going to Rome so that I can be near Pompeii. Sometimes I think that I can hear the people crying for help. I am very lucky to be one of the people to get out of the way of Mt. Vesuvius.

MT. VESUVIUS VOMITS

Augustus Morris

One day when everything was quiet in Pompeii a volcano rose up out of the ground. It blew up and hot lava started to pour. The name of the volcano was Mt. Vesuvius. It covered Pompeii and part of Herculaneum. 2,000 people were shaked then baked. It lasted for 3 days and then it got hard.

Three days ago Mt. Vesuvius erupted and covered 30 feet of Pompeii and Herculaneum. The volcano covered houses, buildings and markets. Some people survived and I was one of them. Most people were in their houses and got covered by lava. Nearly 2,000 people died in the eruption. My parents were buried in the lava and so were my brothers and sisters. Now I live in Sardinia and live a very good life.

Donaldus Couch

ESCAPE FROM POMPEII

Donna Taylor

I was running trying to escape from the volcano and I held a pillow over my head so I would not get hurt. Some other people held roofing tile over their heads so they would not get hurt. I am in Rome and I am safe. I am in school and I like school.

STAFF - MOUNT VERNON LATIN STUDENTS

EDITOR - MISS CONLEY

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Activity 8

Find These Words in the Puzzle ! !

piscis
asparagus
Miss Conley
urna
mensa
liber
edit
Mt. Vernon
pantry
salve
duo
quinque
octo
panis
Pompeii
Latin
patina
creta
aqua
recumbit
edible
aqueduct
vale
tres
sex
novem
pomum
Mt. Vesuvius
Rome
sella
erasura
sedet
bibit
bib
aquatic
unus
quattuor
septem
decem

Activity 8

P	O	M	P	E	I	I	A	B	S	A	L	V	E	C	D	M
A	E	F	G	D	H	I	A	T	E	R	C	A	J	K	L	T
T	M	N	B	I	B	O	P	Q	R	S	T	L	U	P	V	V
I	W	X	Y	T	Z	A	U	N	U	S	B	E	R	O	M	E
N	C	M	T	V	E	R	N	O	N	D	E	F	G	M	H	S
A	I	Q	U	I	N	Q	U	E	J	P	K	L	M	U	N	U
O	P	Q	R	S	T	M	E	N	S	A	U	V	W	M	X	V
Y	S	E	D	E	T	Z	A	P	B	N	M	C	D	E	F	I
G	H	I	J	K	L	M	N	A	O	T	E	P	A	N	R	U
Y	E	D	I	B	L	E	Q	N	R	R	V	A	L	L	E	S
E	S	O	C	T	O	T	U	I	V	Y	O	Q	W	X	Y	E
L	A	T	I	N	Z	A	B	S	C	D	N	U	E	F	G	R
N	H	Q	U	A	T	T	U	O	R	I	J	A	K	A	L	T
O	M	R	E	C	U	M	B	I	T	N	O	P	Q	R	R	C
C	S	T	U	V	W	X	I	Y	S	E	X	M	Z	U	A	U
S	E	P	T	E	M	B	B	C	D	E	F	E	G	S	H	D
S	I	J	K	L	M	P	I	S	C	I	S	C	N	A	O	E
I	P	Q	A	Q	U	A	T	I	C	R	S	E	T	R	U	U
M	V	L	I	B	E	R	W	X	Y	Z	A	D	B	E	C	Q
O	U	D	D	E	F	G	H	S	U	G	A	R	A	P	S	A

Unit O: Myths

Class Activities

1. Frequently, myths can be read aloud to the students. Student illustrations of the myths make good classroom displays. Filmstrips from the series by Eyegate can also be used.

2. Students complete worksheets on "Quis sum?" after each story is discussed.

Activity 2

Praenomen meum est______________________________

Nomen meum est__________________________________

Quis Sum? - Pegasus

A. Pegasus
B. Minerva
C. Bellerophon
D. Jupiter

____ winged horse

____ young prince who became the master of Pegasus

____ goddess who helped Bellerophon find Pegasus

____ became crippled because he tried to ride Pegasus to the top of Mt. Olympus

____ killed a terrible monster, half lion and half lizard

____ caused Pegasus to throw Bellerophon to the ground when Bellerophon tried to ride to Mt. Olympus.

____ goddess who warned Bellerophon not to ride to Mt. Olympus

____ chief of all the gods; his Greek name was Zeus

Bonus:

Who lived on Mt. Olympus?

Activity 2

Praenomen meum est ______________________________

Nomen meum est __________________________________

Quis Sum? - Prometheus

A. Jupiter

B. Prometheus

C. Atlas

D. Vulcan

E. Hercules

F. Minerva

________ god of fire and metal-working

_______ helped Prometheus steal fire from Mt. Olympus

______ fought against Jupiter; his punishment was to hold the sky on his shoulders

_____ chief of all the gods

______ gave the gift of fire to man

______ freed Prometheus from the chains

Praenomen meum est ______________________________

Nomen meum est __________________________________

Quis Sum? - Arcas and Callisto

A. Arcas

B. Callisto

C. Jupiter

D. Juno

E. Neptune

_______ son of Callisto; cared for by a shepherd after his mother changed into a bear.

______ wife of Jupiter; changed Callisto into a bear

______ chief of all the gods; changed Arcas into a bear

______ beautiful young girl who was changed into a bear; mother of Arcas

______ god of the sea; caused the constellations, Orsa Major and Orsa Minor, to stay forever in the sky

Activity 2

Quis Sum? - Ulysses and Circe

A. Ulysses
B. Circe
C. Eurylochus
D. Sirens
E. Homer
F. Neptune
G. Mercury

______ woman who changed Ulysses' men into pigs

______ Greek poet who wrote about Ulysses

______ beautiful young women whose songs caused men to wreck their ships on rocks

______ Greek warrior who fought in the Trojan War

______ god of the sea

______ man who led a search party of twenty (20) men on Circe's Island

______ god who gave Ulysses a secret herb to protect him from poisoned wine

______ god who caused Ulysses to spend ten (10) years in getting home

______ tied to the mast of his ship so he could not be tempted by the songs of the Sirens

______ was away from his home for twenty (20) years

DAEDALUS AND ICARUS

1. An artisan who worked for King Minos__________.

2. The King of Crete _________________________.

3. The son of Daedalus________________________.

4. The man who built the labyrinth _______________.

5. The beast who was half man and half bull _______________________.

6. Imprisoned in a stone tower ___________________ and _____________________.

7. Built wings of wax and feathers _________________.

8. Flew too close to the sun________________________.

9. The Icarian Sea is named after him________________.

10. Flew to Sicily and built a temple to Apollo _______________________.

Unit P: Parts of the Body
Latin Phrases on American Money

Class Activities

1. Using pictures the teacher introduces caput, collum, and facies. Students learn the words first audio-lingually. After the printed word is introduced, the English derivatives are discussed.

2. To review the new Latin words the class plays "Simon Says." The teacher says the word aloud and students point to the corresponding part of the body.

3. The teacher displays American money and instructs students concerning the Latin phrases that appear on coins and bills.

4. Students complete a worksheet on the new material in the unit.

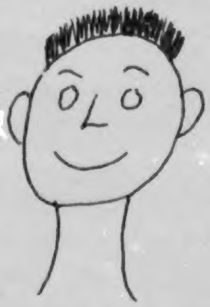
Activity 4

PRAENOMEN MEUM EST ______________________________

NOMEN MEUM EST ______________________________

I. Draw an arrow between the word and the part of the body shown in the picture.

caput
collum
facies



II. Draw a line between the Latin word and its English derivative.

collum	face
caput	collar
facies	capital
	facial
	decapitate
	collar-bone
	capitol

III. Use at least four of the English derivatives from the list above in sentences. (4 words = 4 sentences)

1.

2.

3.

4.

IV. Draw a circle around the Latin mottoes that appear on a dollar bill. Underline the Latin motto that appears on American coins.

E PLURIBUS UNUM

NOVUS ORDO SECLORUM

ANNUIT COEPTIS

V. Quid significat Anglice?
Draw a line between the Latin motto and its English meaning.

E PLURIBUS UNUM	He nods on our undertakings.
NOVUS ORDO SECLORUM	A new order of ages.
ANNUIT COEPTIS	One from many.

Unit Q: Fra Iacobus (Movie)

The transparencies from the Minnesota Pilot Project Visuals are used to prepare the students to view the film"Fra Iacobus" from Film Associates.

A sturdy sheet of cardboard is cut to make a disclosure grid; Twelve apertures are made so that each picture and each Latin phrase can be shown separately.

The transparency models are called FIA, FIB, etc. The explanation of method is given for FIA in the following class activity:

Class Activities

1. The teacher covers the transparency with the grid. The first picture and phrase are disclosed as the teacher reads aloud the phrase. This procedure is followed through frame six. Each phrase is read aloud and the students repeat. New vocabulary words are explained with as little English translation as possible.
2. The grid is lifted and strips of paper cover only the Latin sentences. As each sentence is revealed, student volunteers read the sentences.

3. The story is reviewed with the students reading and telling the story in their own words.

4. The transparency with the Latin phrases covered is projected. The students must give the number of the picture that matches the Latin sentence.

5. Copies of the story with pictures are distributed. Students enjoy coloring these sheets.

6. The transparency with several words blacked out is projected. From a list of words the students supply the correct one to complete each Latin sentence.

7. Students are asked to illustrate the sentences from FIA.

8. As each visual is presented, English derivatives from the Latin words are discussed.

9. Latin questions taught previously are asked consistently of the students: Quis est?, Quid est? and Quid agit/agunt?

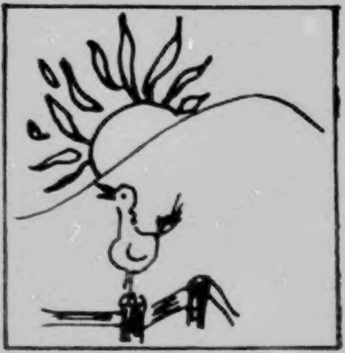
10. Basically, the same procedures are employed as each visual is presented. The use of games (Appendix C): seek-a-word puzzles; concentration; bingo; and tic-tac-toe are used to vary the activities.

11. Before the movie is shown, the song Fra Iacobe is taught. Students sing along with the movie. New Latin words not covered in the story, aera and in turre, are explained before the movie is shown.

Fra Iacobus

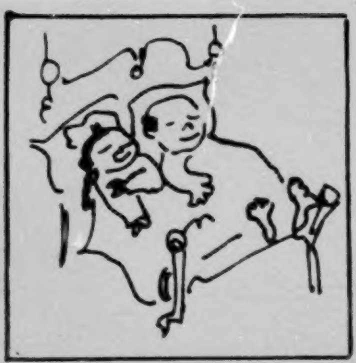
F I A

I



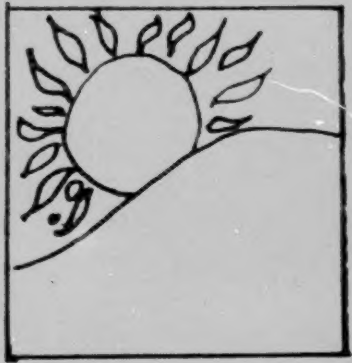
Est māne.

II



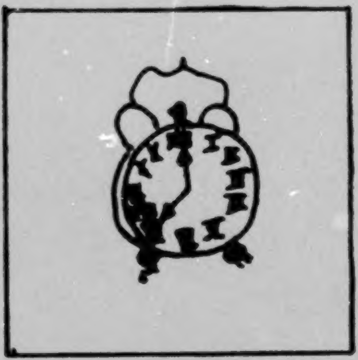
Victor
et
Anna
dormiunt.

III



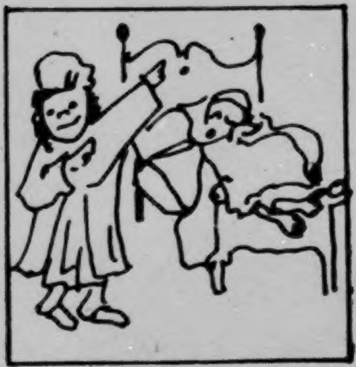
Sōl surgit.

IV



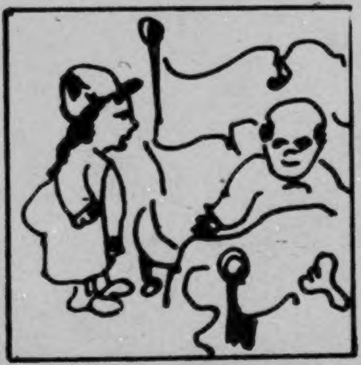
Quid est hoc? Est hōrologium tintinnābulum. Est septima hōra.

V



Anna surgit sed Victor dormit.

VI



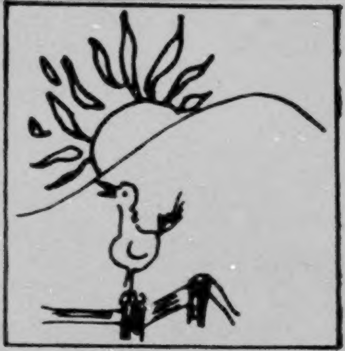
Anna Victōrem appellat.

Activity 4

Fra Iacobus

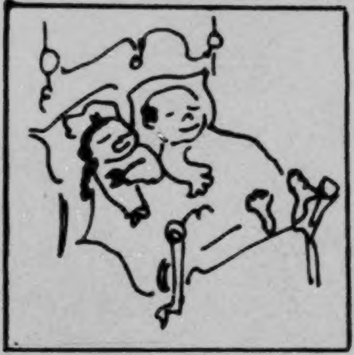
F I A

I



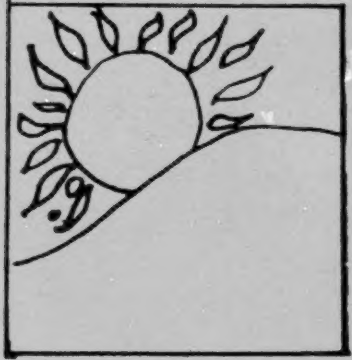
Est [redacted].

II



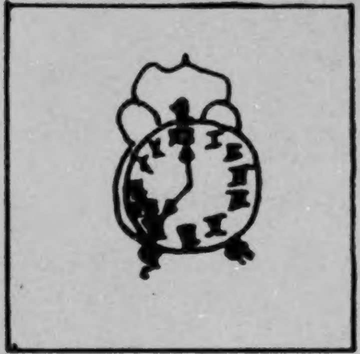
Victor
et
Anna
[redacted]

III



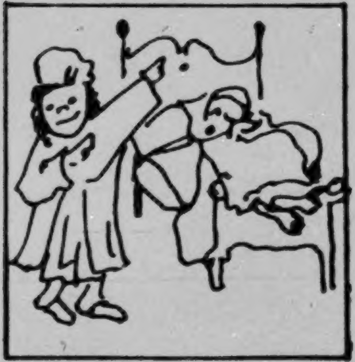
[redacted]
surgit.

IV



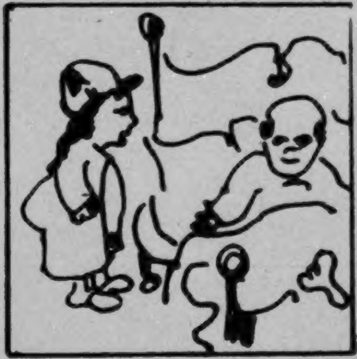
Quid est
hoc? Est
[redacted]
tintinnābulum.
Est septima
hōra.

V



[redacted]
surgit
sed
[redacted]
dormit.

VI



Anna
Victōrem
[redacted]

Praenomen meum est____________________________

Nomen meum est________________________________

Probatio F I A

Quotā In Picturā . . .

_________ Sol surgit.

_________ Est mane.

_________ Anna Victorem appellat.

_________ Est septima hora.

_________ Victor et Anna dormiunt.

_________ Est horologium tintinnabulum.

_________ Anna surgit sed Victor dormit.

Praenomen meum est____________________.

Nomen meum est______________________.

Probatio F I A

I ____________

II ____________

III ____________

IV ____________

V ____________

____

VI ____________

horologium

Victor

sol

Anna

dormiunt

appellat

Probatio F I A

Sol surgit.	Est lectus.
Est horologium tintinnabulum	Est septima hora.
Est Victor.	Est Anna.
Anna surgit sed Victor dormit.	Anna et Victor dormiunt.

QUESTION WORDS

Quis? = (singlular) 1

Look for the person doing the action.

Example: Victor tollit suam corbem.

Quis tollit suam corbem?

____________________________.

Qui ? = (plural) 2 or more

Look for the persons doing the action.

Example: Victor et Anna ientaculum edunt.

Qui edunt ientaculum?

________________et___________________.

Try these!

1. Victor surgit. Quis surgit?

   _________________________.

2. Victor et Anna dormiunt.

   Qui dormiunt?

   _____________et____________________.

QUESTION WORDS

Quid agit? = What is he doing?

Look for the action word.

Action words end in -t or -nt.

Example: Victor tollit suam corbem.

Quid agit Victor?

Victor ____________ suam corbem.

Quid agunt? = What are they doing?

Look for the action word.

Example: Victor et Anna ientaculum edunt.

Quid agunt Victor et Anna?

Victor et Anna ientaculum__________.

Try these!

1. Victor surgit. Quid agit Victor?

Victor _______________________.

2. Victor et Anna dormiunt.

Quid agunt Victor et Anna?

Victor et Anna ______________________.

QUESTION WORDS

Quando? = When ?

Example: Mane Victor in horto laborat.

Quando Victor in horto laborat?

______________________.

Ubi ? = Where ? _In_ what place?

Example: In horto sunt caepae.

Ubi sunt caepae ?

Caepae sunt ______ ____________.

Quo ? = Where ? _To_ what place?

Example: Victor it ad hortum.

Quo Victor it?

Victor it ______ ______________.

Activity 9

Try these !!

1. In horto sunt carotae.

Ubi sunt carotae?

____ __________.

2. Mane laborat Anna in culinā.

Quando Anna laborat?

__________________.

Ubi Anna laborat?

____ __________.

Quis laborat in culinā ?

__________________.

3. Victor portat decocta ad Annam

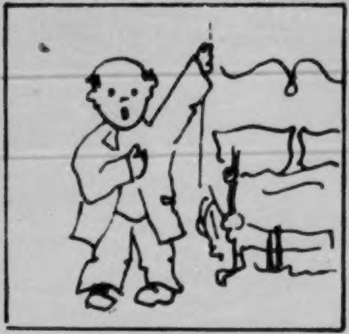
Quo Victor portat decocta ?

____ ______________.

ENGLISH DERIVATIVE STUDY

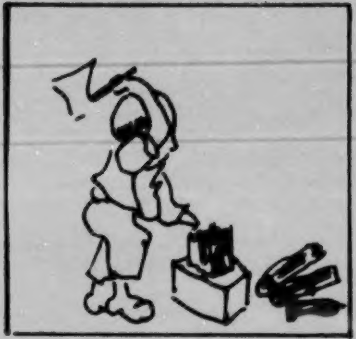
elatus	elation elated
portat	portable import export deport report porter portfolio transport
laborat	labor laborer laboratory
culina	culinary
parat	prepare preparation

I



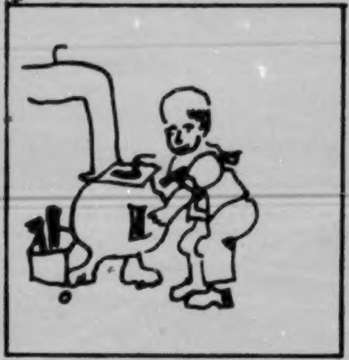
Nunc surgit Victor.

II



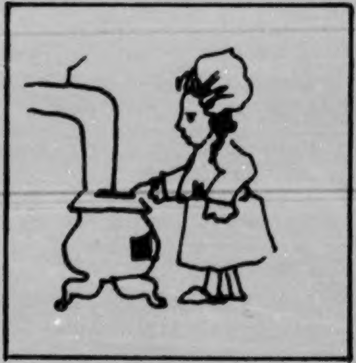
Victor secat lignum...

III



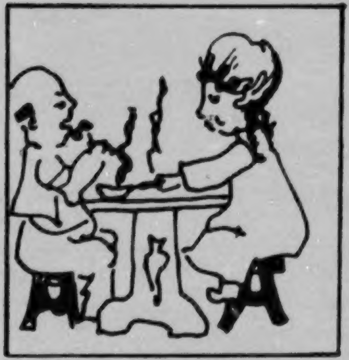
et nunc pōnit līgnum in ignem.

IV



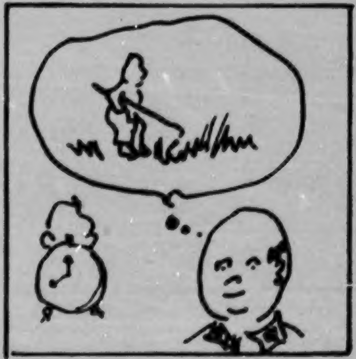
Anna iēntāculum parat.

V



Victor et Anna iēntāculum edunt.

VI



Est hōra labōris.

Nomen______________________________.

1. Secundā in picturā quid Victor agit?

2. Quam rem Victor secat?

3. Quando ponit lignum?

4. Quo lignum ponit?

5. Quid Anna parat?

6. Qui edunt?

7. Quam rem edunt?

8. Sextā in picturā quando est?

9. Quotā in picturā Victor surgit?

10. Quotā in picturā Anna edit?

11. Quotis in picturis Victor est?

Activity 10

FIA - FIB

Match the Latin root words to the English derivatives.

	Latin Roots	English Derivatives
I	dormit	____________prepare
	dormiunt	____________deposit
II	parat	____________dormitory
		____________ignite
III	ponit	____________dormant
	(posui)	____________labor
IV	ignem	____________ignition
V	laboris	

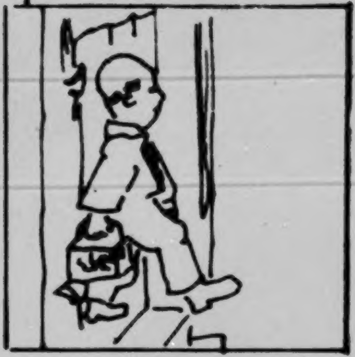
Choose three (3) English derivatives and write one sentence for each. (total - 3 sentences)

I

II

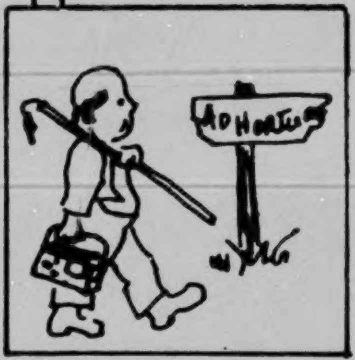
III

I



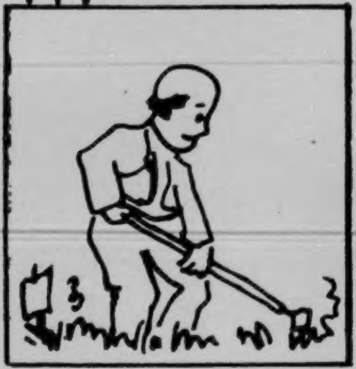
Ergō
Victor
tollit
suam
corbem.

II



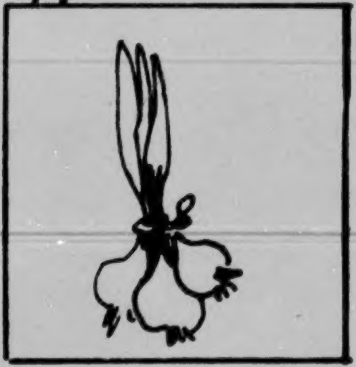
Victor
it ad
hortum.

III



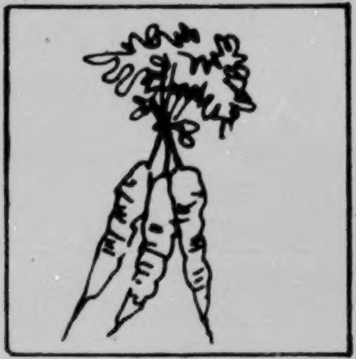
Māne
Victor
in hortō
labōrat.

IV



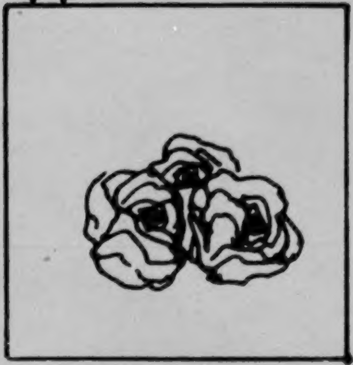
In hortō
sunt
caepae.

V



In hortō
sunt quoque
carōtae...

VI



et
brassicae.

Nomen________________________________

1. Primā in picturā quid Victor agit?

2. Quam rem tollit?.

3. Secundā in picturā quid Victor agit?

4. Quo it?

5. Quando laborat?

6. Ubi laborat?

7. Quae res in horto sunt?

   (a) Quartā in picturā?

   (b) Quintā in picturā?

   (c) Sextā in picturā?

8. Quotā in picturā Victor tollit?

9. Quotā in picturā brassicae sunt?

10. Quid significant .....

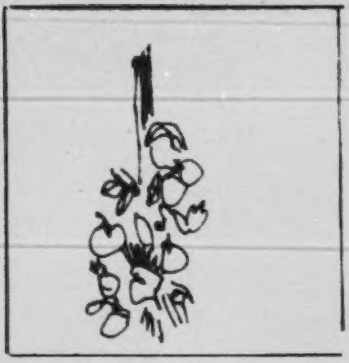
    (a) caepae?

    (b) carotae?

    (c) brassicae?

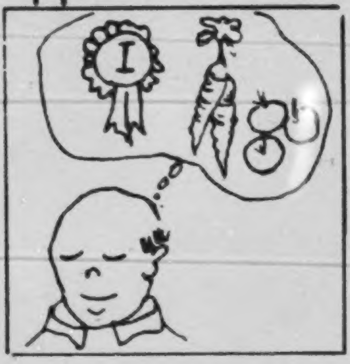
F I D

I



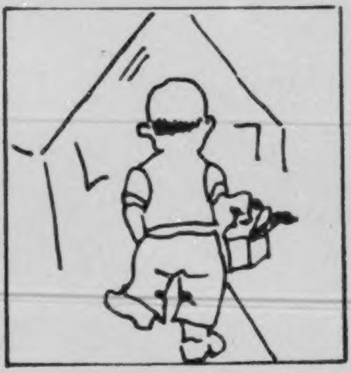
et dēcocta.

II



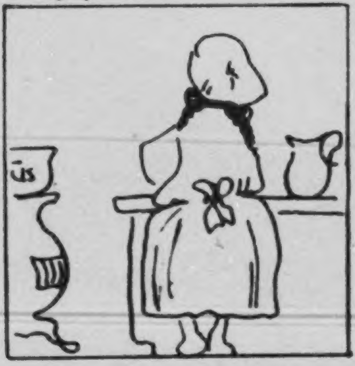
Victor
ēlātus est
suīs
carōtīs et suīs
dēcoctīs.

III



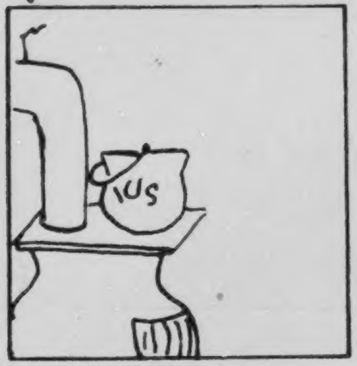
In corbe
Victor
portat
dēcocta et
carōtās
ad Annam.

IV



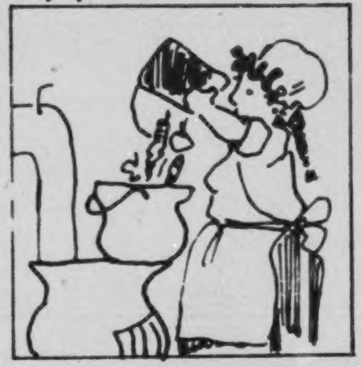
Māne
labōrat
Anna
in culīnā.

V



Anna parat
iūs.

VI



Anna parat
iūs carōtīs
et dēcoctīs.

FID

Nomen______________________________

1. Quid significat "decocta" Anglice?

2. Qualis Victor est?

3. Quibus rebus elatus est?

4. Ubi Victor portat?

5. Quas res Victor portat?

6. Quo Victor portat?

7. Ubi Anna laborat?

8. Quid Anna parat?

9. Quibus rebus Anna parat?

10. Quotā in picturā Victor elatus est?

Activity 10

FIA — FID

Find these words in the puzzle!

Victor et Anna

Anna
dormiunt
caepae
decocta
hortus
tollit
appellat
laborat
Latin
import

Victor
secat
carotae
parat
mane
corbis
ignem
portable
Miss Conley
export

lignum
ientaculum
brassicae
culina
portat
horologium
edunt
ignite
dormant
elated

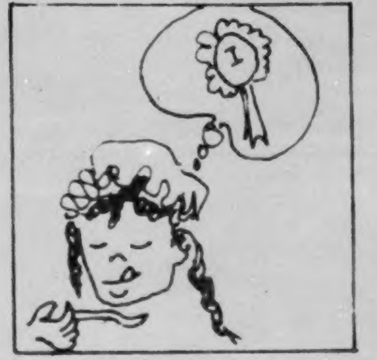
Nomen ____________________________

F I A → F I D

Victor et Anna

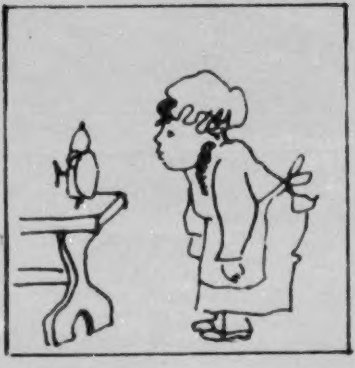
A	N	N	A	A	B	C	D	P	A	N	I	L	U	C	E	F
G	H	I	J	K	L	M	N	O	P	L	A	T	I	N	Q	R
S	D	E	C	O	C	T	A	R	T	I	M	P	O	R	T	U
V	W	T	N	U	D	E	X	T	Y	Z	T	A	C	E	S	T
A	B	M	A	N	E	C	D	A	E	F	N	G	H	I	J	A
K	E	L	A	T	E	D	L	T	M	N	U	O	P	Q	R	R
A	P	P	E	L	L	A	T	S	T	T	I	L	L	O	T	O
U	V	I	E	N	T	A	C	U	L	U	M	W	X	Y	Z	B
I	G	N	I	T	E	A	B	C	I	D	R	E	F	G	C	A
H	Q	R	S	P	T	U	V	Z	G	A	O	C	D	M	O	L
M	N	O	P	A	W	Z	K	L	N	H	D	I	J	K	R	Z
U	W	X	Y	R	N	B	C	F	U	B	I	N	A	S	B	T
I	A	H	D	A	E	W	H	U	M	D	M	V	C	S	I	A
G	J	H	O	T	S	I	G	N	E	M	M	A	A	C	S	T
O	C	E	R	I	A	E	A	C	I	S	S	A	R	B	W	R
L	A	A	M	I	S	S	C	O	N	L	E	Y	O	T	E	O
O	R	P	A	H	O	R	T	U	S	G	A	T	T	E	N	P
R	I	E	N	X	O	N	W	H	I	T	E	R	A	E	D	X
O	B	A	T	P	O	R	T	A	B	L	E	L	E	U	E	E
H	P	C	I	L	O	T	J	E	V	I	C	T	O	R	T	O

I



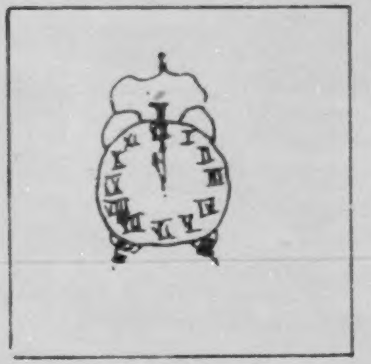
Anna ēlāta
est suō
iūre.

II



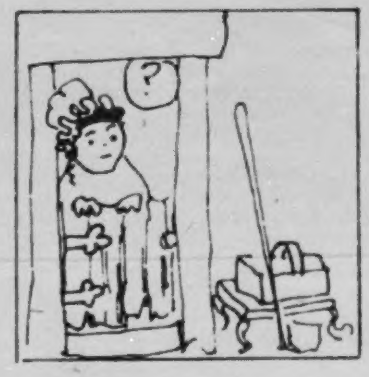
Anna
hōrologium
spectat.

III



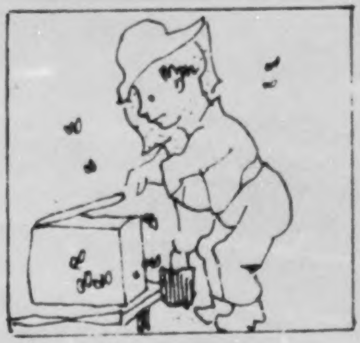
Est
merīdies.

IV



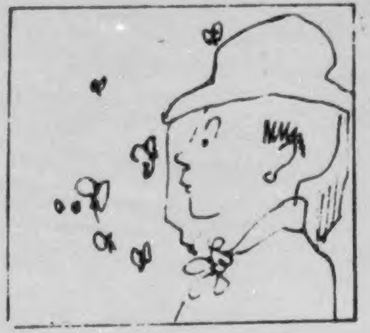
Victor
portāvit
dēcocta
et carōtās,
sed nunc
ubī est
Victor?

V



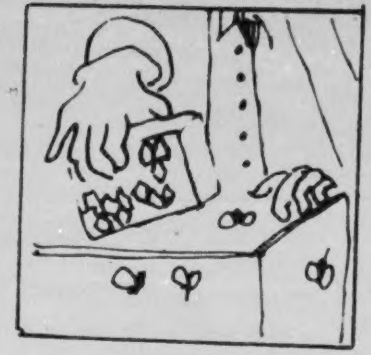
Victor
cūrat
alveārium.

VI



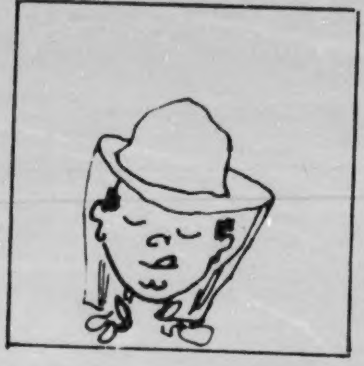
In alveāriō
sunt apēs.

I



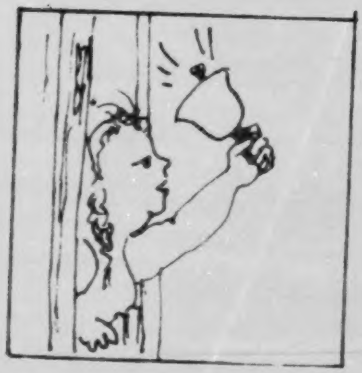
Apēs
faciunt
mel.

II



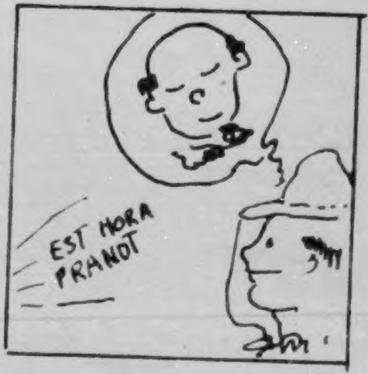
Victor
amat
mel.

III



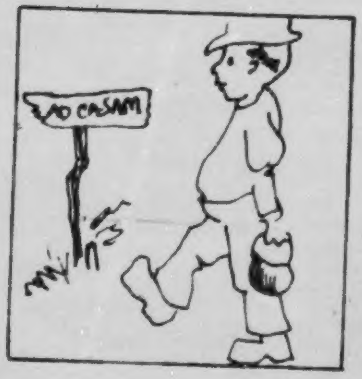
Anna
appellat
Victōrem
et aes
sonat.

IV


EST HORA
PRANDI

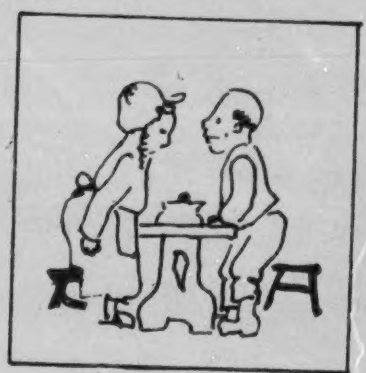
Anna dīcit,
"Est hōra
prandī."

V



Victor
venit
ad casam.

VI



Victor
et Anna
sedent.

Nomen____________________________________

*F I E

**F I F

*1. Primā in picturā qualis Anna est?

2. Secundā in picturā quid Anna est?

3. Tertiā in picturā quando est?

4. Quintā in picturā quid Victor agit?

5. Ubi sunt apes?

**6. Quam rem apes faciunt?

7. Quis amat mel?

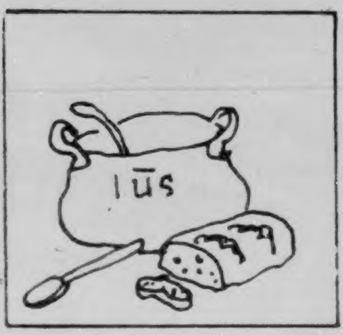
8. Quid Anna agit?

9. Quando est?

10. Quo Victor venit?

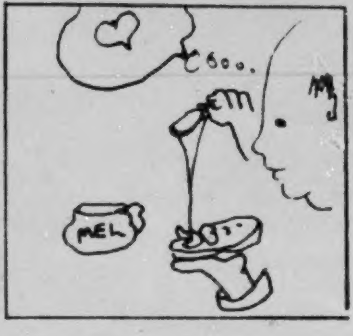
F I G

I



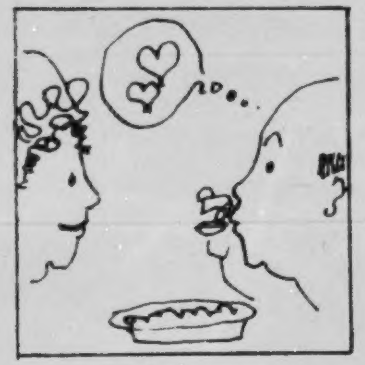
Anna
parāvit
iūs et
pānem.

II



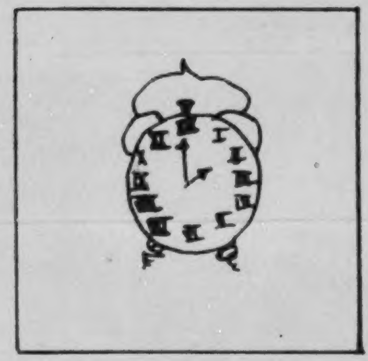
Victor
amat
pānem
et mel.

III



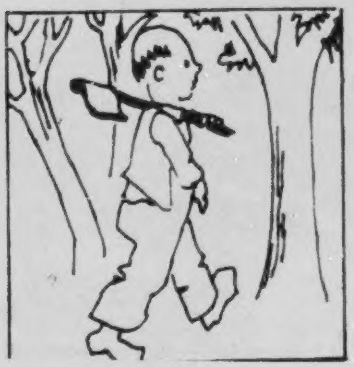
Quoque
amat
Victor iūs
Annae.

IV



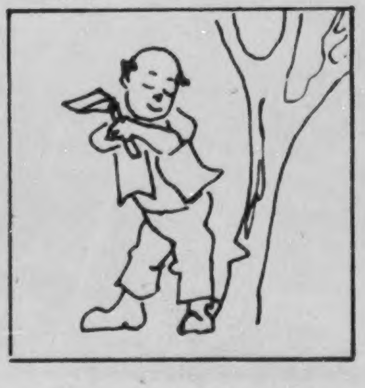
Nunc est
hōra prīma
post
merīdiem.

V



Post
merīdiem
Victor it
ad silvam.

VI



Iterum
secat
lignum.

FIG

1. Primā in picturā:
Quis paravit ius et panem?____________________

2. Secundā in picturā:
Quis amat mel et panem?________________________

Quid agit Victor?______________________________

3. Quartā in picturā:
Quando est?____________________________________

4. Quintā in picturā:
Quis it ad Silvam?_____________________________

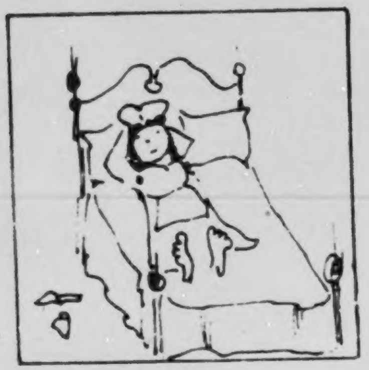
Quo Victor it?__________________________________

Quid agit Victor?______________________________

5. Sextā in picturā:
Quis secat lignum?_____________________________

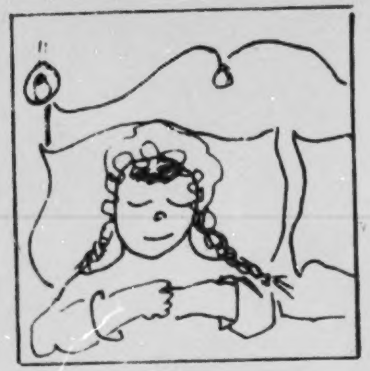
Quid agit Victor?______________________________

I



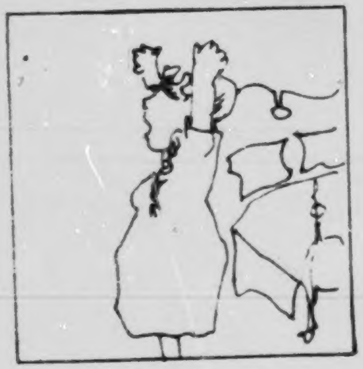
Post merīdiem Anna cubat et dormit.

II



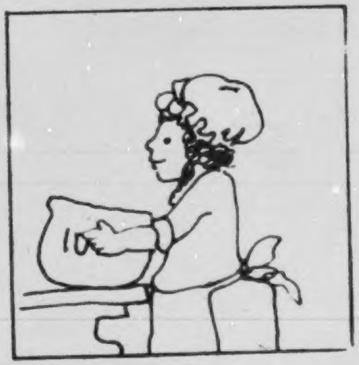
Anna est contenta.

III



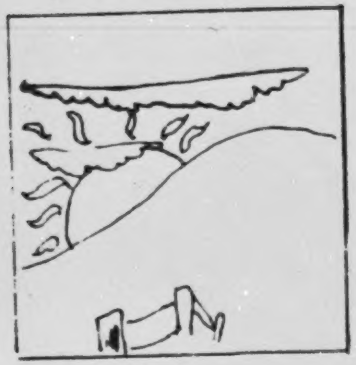
Anna surgit.

IV



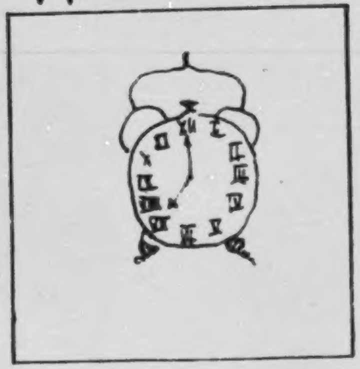
et incipit facere cēnam.

V



Est vesper et sōl occidit.

VI



Est hōra sexta vespere.

F I H

1. Primā in picturā
   Quis cubat et dormit?___________________________

   Quando Anna cubat et dormit?____________________

   ____

2. Secundā in picturā
   Qualis est Anna?________________________________

3. Tertiā in picturā
   Quis surgit?___________________________________

   Quid agit Anna? ____________________________

4. Quintā in picturā
   Quando est?____________________________________

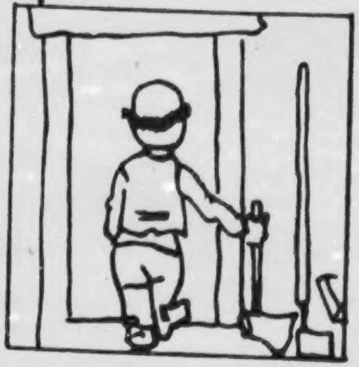
   Quid occidit?__________________________________

   Quid agit sol?_________________________________

5. Sextā in picturā
   Quando est?

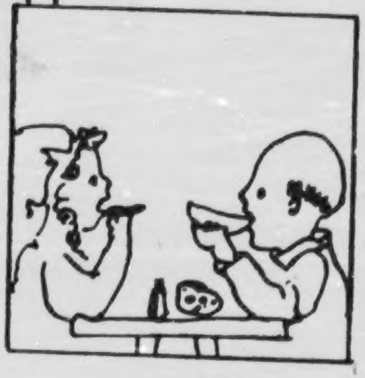
   ____

I



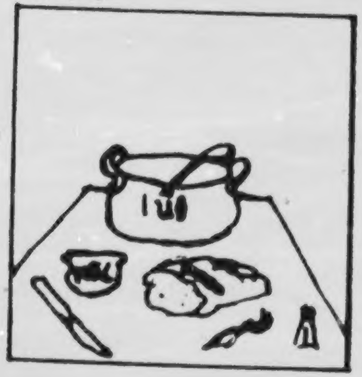
Itaque
revenit
Victor
ad casam.

II



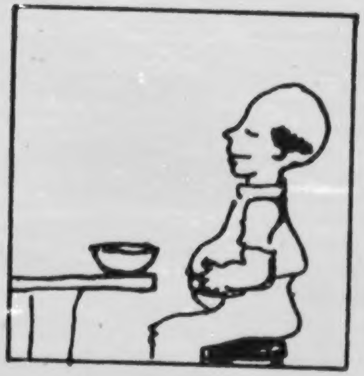
Cēnant
Anna et
Victor.

III



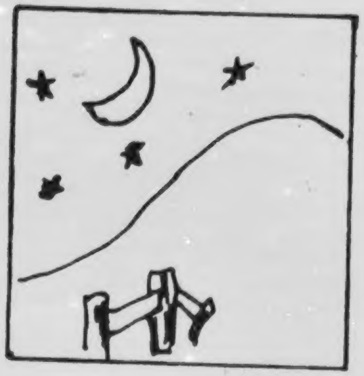
Cēnae
iterum
est iūs.
Est quoque
pānis
et mel.

IV



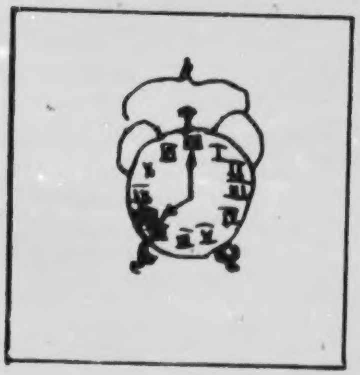
Victor
rīdet.
Amat iūs.

V



Nunc est
nox.

VI



Est hōra
octāva
vespere.

F I I

1. Primā in picturā
   Quis revenit ad casam? ____________________
   Quo Victor revenit? ____________________

2. Secundā in picturā
   Qui cenant? ____________________
   Quid agunt Victor et Anna? ____________________

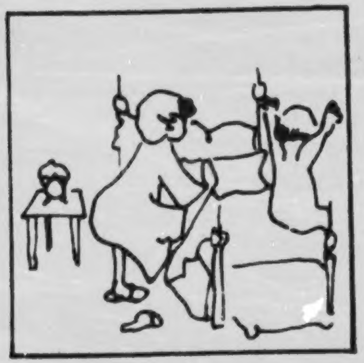
3. Quartā in picturā
   Quis ridet? ____________________
   Quis amat ius? ____________________

4. Quintā in picturā
   Quando est? ____________________

5. Sextā in picturā
   Quando est? ____________________

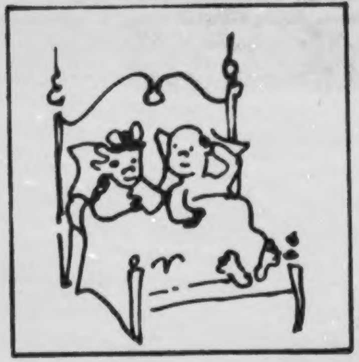
F I J

I



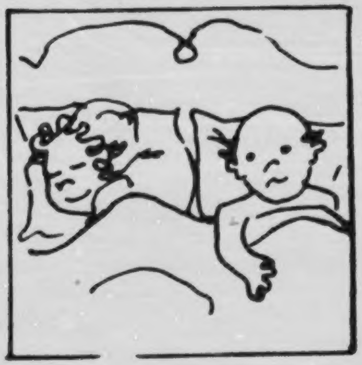
Anna et
Victor
sē somnō
dabunt.

II



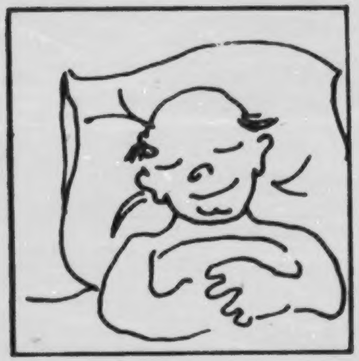
Itaque
Anna et
Victor
cubant.

III



Anna et
Victor
dant
sē somnō.

IV



Victor
amat
dormīre.

F I J

1. Primā in picturā

Qui se somno dabunt?

____

2. Secundā in picturā

Qui cubant? _____________________________

Quid agunt Victor et Anna?

____

3. Quartā in picturā

Quis amat dormire?____________________________

Activity 10

Victor et Anna

FIE ___ FIJ

Find these words in the puzzle!

spectat
alvearium
mel
sonat
casam
iterum
cubat
vesper
cena
dant
Victor
meridies
apes
appellat
prandium
sedent
nunc
contenta
occidit
cenant
spectator
Anna
curat
faciunt
aes
venit
silva
quoque
incipit
revenit
ridet
curator
Latin

Activity 10

Nomen ______________________________

F I E ______ F I J

Victor et Anna

A	V	I	C	T	O	R	B	C	N	B	C	C	L	E	M	B
S	W	L	S	W	F	M	I	N	C	I	P	I	T	A	E	L
W	T	O	P	T	A	T	C	E	P	S	H	N	E	W	R	H
U	M	A	S	A	C	D	Q	F	B	O	I	U	C	I	I	A
D	I	O	E	C	I	I	U	C	C	N	G	N	A	O	D	W
A	H	I	D	T	U	E	O	H	O	A	U	C	S	E	I	P
N	E	N	E	T	N	A	Q	G	O	T	N	A	F	L	E	C
T	I	O	N	M	T	T	U	V	A	N	N	A	E	R	S	N
O	N	J	T	V	E	F	E	I	T	E	R	U	M	F	E	R
S	A	P	P	E	L	L	A	T	O	N	N	I	T	A	L	H
O	E	U	S	N	T	O	N	M	V	E	S	P	E	R	I	S
S	S	D	E	I	A	N	M	M	R	J	A	R	C	K	S	R
O	N	M	R	T	E	A	U	R	L	T	N	A	N	E	C	O
R	M	R	E	V	E	N	I	T	R	A	I	N	K	E	N	T
O	S	I	L	V	A	B	R	O	C	C	I	D	I	T	R	A
T	A	E	E	D	L	O	A	V	E	L	E	I	O	N	A	T
A	N	R	D	W	A	P	E	S	A	R	D	U	B	E	N	C
R	E	N	E	T	T	S	V	A	N	D	O	M	V	A	L	E
U	C	U	R	A	T	L	L	I	C	U	B	A	T	G	G	P
C	O	N	T	E	N	T	A	E	T	R	I	D	E	T	T	S

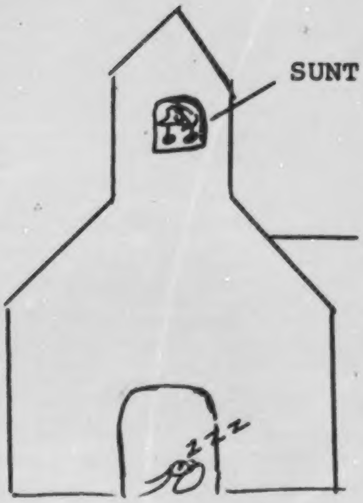
"FRA IACOBUS"

AES (1)

ANNA SONAT AES.

AERA (2+)

ANNA SONAT AERA.



SUNT AERA.

EST TURRIS.

FRA IACOBUS IN TURRE DORMIT.

FRA IACOBE, FRA IACOBE
DORMISNE DORMISNE
SONA MATUTINA SONA MATUTINA
ALLIDAT ILLIDAT

CURRICULAR MATERIALS
FOR
INTERMEDIATE III (SIXTH-GRADE) PUPILS

CURRICULAR MATERIALS
FOR
INTERMEDIATE III (SIXTH-GRADE) PUPILS

Introduction

This materials section comprises a series of titled units. Within each unit there are numbered class activities and, where applicable, correspondingly numbered work sheets, games, puzzles, copies of transparencies, illustrations, and tests.

The only accent mark used is the macron over the final a (ā) in the ablative case of first declension nouns.

Unit A: Review

The beginning of the sixth-grade program involves review of certain basic areas from the previous year. The use of flashcards, bingo, tic-tac-toe, and team contests makes this review more meaningful.

Class Activities

1. Latin names

Student make their own namecards which are placed on their desks during Latin class. One side of the card reads

Praenomen meum est ____________________",
the other side reads Nomen meum est
____________________.

2. The difference between magister/magistra and discipuli/discipulae

   The derivatives of discupli are introduced. Students learn to use disciple, discipline, disciplinary, and disciplinarian correctly in sentences.

3. Latin questions and answers

   Quid agis/agitis hodie?
       Satis bene. Gratias. Et tu?
   Quid est praenomen/nomen tuum?
       Praenomen/nomen meum est________.
   Quaenam est tempestas hodie?
       Tempestas est bona/mala.
       Sol lucet. Ningit. Pluit.
       Caelum est obscurum.

   The teacher asks these questions of the students; also, the students ask questions of one another.

4. Latin numbers (1-10) and their English derivatives

   Introduction of the Latin numbers 11-20 evolves naturally from this review. In addition, the review of the Roman numerals L, C, D, and M gives impetus to a unit on Roman numeral dating.

5. Latin songs

   "Cantemus carmen_________________."

6. Response to roll call

   "Omnes discipulos nominatim vocabo. Respondete adsum."

7. Proper heading of student papers

The addition of annus to the heading leads to a discussion of the English derivatives of the new word.

8. Calendars

As the year progresses students become more proficient in this exercise and are expected to provide more information on the calendar for each month.

After completing the calendar, students are tested; e.g., "Give the Roman date for November 12."

The origin of the name of the month and the Latin names of the days of the week are learned and used regularly.

Origins of the names of the Roman months, September through June

September	septem
October	octo
November	novem
December	decem
Ianuarius	Janus
Februarius	the februa
Martius	Mars
Aprilis	aperio
Maius	Maia
Iunius	Juno

256

Praenomen Latinum* ____________________

Nomen Anglicum____________________

Dies ______________________________

1. When you say hello to one person, you say

   a. Salve b. Salvete

2. A magister is a

   a. man teacher b. lady teacher

3. Name a magister ____________________

4. When you say hello to more than one person, you say

   a. Salve b. Salvete

5. Discipuli are

   a. boy students b. girl students

6. Discipulae are

   a. boy students b. girl students

7. Your praenomen is your

   a. first name b. last name

8. Write your praenomen* ____________________

9. Your nomen is your

   a. first name b. last name

10. Write your nomen ____________________

11. A magistra is a

    a. man teacher b. lady teacher

12. Name a magistra* ____________________

Activity 4

ROMAN NUMBERS

ENGLISH	LATIN	ROMAN NUMERALS
1. one		
2. two		
3. three		
4. four		
5. five		
6. six		
7. seven		
8. eight		
9. nine		
10. ten		

1. Write the even numbers in Latin

_________ _________ _________ _________ _________

2. Write the odd numbers in Latin

_________ _________ _________ _________ _________

3. Addition	4. Subtraction
unus + unus = ________	decem - tres = ________
duo + quattuor = ________	septem - duo = ________
octo + duo = ________	quinque - unus= ________
septem + unus= ________	novem - septem= ________
quinque + quattuor = ________	quinque - quattuor= ________
Praenomen meum est-	Nomen meum est -

Group__________

Activity 4

Praenomen meum est_______________Nomen meum est________________

Mensis*___________Dies_____________Annus_______________________

Group_____________

ENGLISH DERIVATIVES

These words come from the Latin numbers. Read through them carefully and use them in the sentences.

octagon
duet
October
quintuplets
quintet
September
decade
November
quadruped
sextuplets
millenium
united
trio
century

1. Thanksgiving Day comes in *__________________________
2. Ten years is a __________________________.
3. Sonny and Cher are a ____________________.
4. A horse is a __________________________.
5. Halloween comes in ____________________.
6. Three people singing together is called a _______________.
7. We live in the __________States of America.
8. School starts in _____________________.
9. A stop sign has an ________________shape.
10. Six babies born at the same time are __________________.
11. Five babies born at the same time are ________________.
12. The Jackson Five is a ________________________.
13. 100 years is a ________________________.
14. 1000 years is a ___________________.

Activity 4

Praenomen meum est______________ Nomen meum est______________

Mensis______________ Dies__________ Annus______________________

ENGLISH	LATIN	ROMAN NUMERALS
11 -eleven		
12 - twelve		
13 - thirteen		
14 - fourteen		
15 - fifteen		
16 - sixteen		
17 - seventeen		
18 - eighteen		
19 - nineteen		
20 - twenty		
100 - one hundred		
1000 - one thousand		

I. Write out in Latin the even numbers from 11-20

II Write in Latin the odd numbers from 11-20

______________ ______________

______________ ______________

____

III. Solve these addition problems.
Write your answer in Latin.

undecim + quattuor = ______________

tredecim + septem = ______________

quindecim + duo = ______________

duodecim + duo = ______________

septendecim + duo = ______________

IV. Solve these subtraction problems.
Write your answer in Latin.

viginti - novem = ______________

quindecim - tres= ______________

septendecim - quattuor= ______________

duodeviginti - duo = ______________

undeviginti - unus = ______________

Praenomen meum est________________ Nomen meum est______________

Mensis________________ Dies__________ Annus____________________

These Latin numbers are all scrambled. Fix them for me please!

1. R E S T ____________________
2. U O D ____________________
3. C I M U N D E ____________________
4. E D I M C E S ____________________
5. N I I I V G T ____________________
6. D E N U G T I I I N V ____________________
7. S U N U ____________________
8. R I M E D A C T T O U Q ____________________
9. P M E T S E ____________________
10. E M C D E ____________________
11. I G T O I U N V I D E D ____________________
12. R E T C D I E M ____________________
13. U R T T O A U Q ____________________
14. X E S ____________________
15. O O T C ____________________
16. U C I M D D O E ____________________
17. E N I U U Q Q ____________________
18. E Q D U I N M C I ____________________
19. V M N O E ____________________
20. C P T E E S D I M N E ____________________

Activity 4

Praenomen meum est ______________________________

Nomen meum est __________________________________

Mensis ___________ Dies ___________ Annus ___________

Write the Latin word for:

1. 4 _________________ 4. 20 ____________

2. 10 _________________ 5. 5 _____________

3. 17 _________________

Long vowels in Latin

1. -ae in a Latin word; e.g., puellae, sounds like ___________ in English

2. - ī in a Latin word; e.g., discipulī, sounds like _______________ in English

3. - ē in a Latin word; e.g., duodēviginti, sounds like ______________ in English

Quid significat Anglice:

1. mensis ________________________

2. dies ________________________

3. annus ________________________

What English words might come from the Latin word annus?

Activity 4

Praenomen____________________ Nomen________________

Mensis____________ Dies__________ Annus________________

Thousands	Hundreds	Tens	Ones
M	D -C	L - X	V - I

Tell me how much these are worth:

1. XLVI =
2. DCCXXI=
3. LXXV =
4. CCLXXVII =
5. MCXIV =

Put these numbers in Roman numerals:

1. 1746
2. 2570
3. 1392
4. 712
5. 1973

Solve these: Answer with Roman numerals

1. DCC + CD =
2. LXX + XL + III=
3. XX + XXI =
4. MMXXIX - MXIX =
5. CCC + CC =

Activity 4

Praenomen meum est________________ Nomen meum est______________

Mensis_____________ Dies_____________ Annus____________________

X = 10
XL = 40
XC = 90
C =100
CD = 400
D = 500
CM = 900
M =1000

Put the following years in Roman numerals:

1. year of your birth ____________________ ______________
2. 1973
3. 1776
4. 27 years from now ________________________
5. 400
6. 1339
7. 1812
8. 2001
9. 1275
10. 681

Praenomen____________________Nomen____________________

Mensis________________Dies________Annus____________

1. In 1976 the United States will have its____________ celebration.

2. Flowers that bloom all year long are called ______________________flowers.

3. Savings accounts earn 6% ____________________ interest.

4. _____________________ his father gets three (3) weeks vacation.

5. Her parents' _____________________________ is August 7.

6. Something that happens every two (2) years is a _____________________ occurrence.

7. Plumrose, Vermont just celebrated the 100th year of its founding. It was a ______________________ celebration.

THE ROMAN CALENDAR

In March, July, October and May
the Ides fall on the fifteenth day
the Nones, the seventh: all else besides
have two days less for the Nones and the Ides.

	The Kalends	The Nones	The Ides
Ianuarius			
Februarius			
Martius			
Aprilis			
Maius			
Iunius			
Iulius			
Augustus			
September			
October			
November			
December			

The day before = Pridie

Praenomen meum est______________ Nomen meum est_______________

Mensis__________________ Dies____________ Annus_________________

PARVA PROBATIO - CALENDAR

20 answers worth 5 points each

100 - 85 = √+   84 - 70 = √   69 - 0 = √-

CIRCLE THE ENTIRE ANSWER

1. This Roman holiday always comes on the first day of every month:
   a. The Ides   b. The Kalends

2. This is always the second Roman holiday in every month:
   a. The Kalends   b. The Nones

3. This is always the third Roman holiday in every month (Julius Caesar was stabbed to death on this holiday in March):
   a. The Nones   b. The Ides

a	b	c	d			
XIV	XV	XVI	XVII	XVIII	XIX	XX
Pridie	The Ides	XVII	XVI	XV	XIV	XIII

4. Use this example to answer the following questions:
   a. Pridie is a Latin word that means_________________.
   b. What Roman holiday is this________________________.

Activity 8

Secunda pagina

Nomen______________________

c^1 The Roman numeral in the right hand corner of this square shows which date?
The Roman date or the American date
______________________.

c^2 What day is this on the American calendar? (Write the number)_____________.

c^3 What day is this on the Roman calendar? (Write the number)_____________.

d^1 How many days are there before the Kalends of November_______________?

d^2 What is the next Roman holiday?_____________

5. Using your calendar for October, write the Roman dates for the following American dates:

Today, October 18 (look for this Roman numeral in the right hand corner - XVIII)

________________________.

Halloween, October 31 (XXXI) _________________.

Veteran's Day Holiday, October 22 (XXII)_________.

Columbus Day Holiday, October 12 (XII)___________.

October 14 (XIV) ____________________.

Est finis !!

Activity 8

SEPTEMBER

SOLIS	LUNAE	MARTIS	MERCURII	IOVIS	VENERIS	SATURNI

Activity 8

OCTOBER

SOLIS	LUNAE	MARTIS	MERCURII	IOVIS	VENERIS	SATURNI

NOVEMBER

Activity 8

SOLIS	LUNAE	MARTIS	MERCURII	IOVIS	VENERIS	SATURNI

DECEMBER

Activity 8

DIES SOLIS		DIES				DIES SATURNI
						I
II	III	IV	V			
XXIII XXX	XXIV XXXI	The Kalends of IANUARIUS				

IANUARIUS

Activity 8

Dies		Martis			Dies Veneris	
		I				
				XXXI		

FEBRUARIUS

DIES	DIES LUNAE				DIES VENERIS	
					I	II
III						
				XXVIII	The Kalends Of MARTIUS	

MARTIUS

Activity 8

DIES SOLIS		DIES			VENERIS	
					I	
XXIV XXXI						

APRILIS

Activity 8

DIES			MERCURII			DIES SATURNI
	I					
		XXX	The Kalends of MAY			

MAIUS

DIES SOLIS					DIES VENERIS	
			I			
					XXXI	

IUNIUS

Activity 8

	DIES LUNAE	DIES	DIES MERCURII			
						I
II	III					
XXIII XXX						

Unit B: Halloween Story

Class Activities

1. Using an overhead projector the teacher presents the Halloweeen story. The teacher reads the story aloud frame by frame and page by page. The teacher then starts again reading the first frame aloud with the students repeating.

2. This story is an expansion of the Halloween Story and the Fra Iacobus Units taught in the fifth grade. Most of the words will be recognized by the students. The new words are explained with as little English translation as possible. Reinforcement of the new vocabulary can be achieved by introduction of English derivatives.

3. For review, student volunteers are asked to read the story frame by frame and to tell the story in their own words.

4. After the entire Halloweeen story is presented on the overhead projector, mimeographed copies of the story are distributed. Individual and choral reading of the story follows.

5. A worksheet is given asking students to tell the story and give English meanings of Latin words. This can be done as a group or individually.

6. Students are asked to draw pictures to illustrate phrases from the Halloween story. The pictures if drawn with a #2 pencil can be made into transparencies on a Thermofax machine for the next day's class.

7. Using copies of the Halloween story students complete a worksheet on the Latin question words Quis? and Qui?.

8. The worksheet on the Latin questions Quid agit? and Quid agunt? is completed.

9. The worksheet on the Latin question words Quo? and Ubi? is distributed to the students and completed in class.

10. A seek-a-word puzzle using the Latin words from the story is done in class.

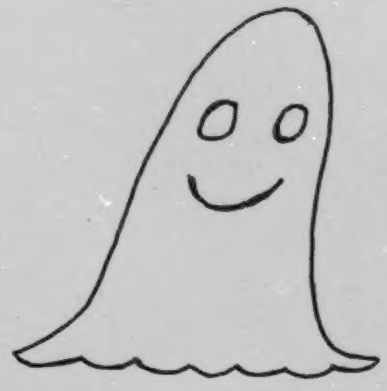
11. As the students complete worksheets on Latin question words, the study of English derivatives begins.

    Students are asked to circle the Latin words on their copies of the story and make a list of English derivatives. They are also asked to use the derivatives in their own sentences.

12. Review of the English derivatives is accomplished by having the students complete a fill-in-the-blanks exercise. This can be done as a group activity or individually.

13. The large number of derivatives necessitates their study during several class periods. A tic-tac-toe game (Appendix C) can be used for review purposes and to vary classroom activities.

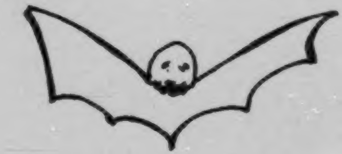
EST IMAGO
IMAGO DICIT,
SALVETE,
DISCIPULI ET
DISCIPULAE ! VIDI
VOS PROXIMO ANNO!



I

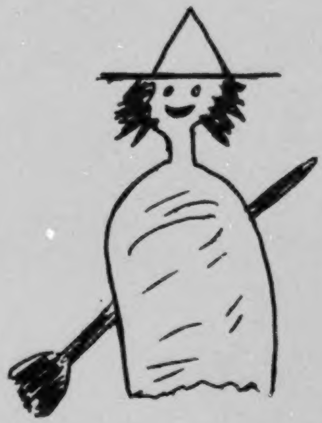
" SUNT MEI AMICI.
RUFUS EST

VESPERTILIO."

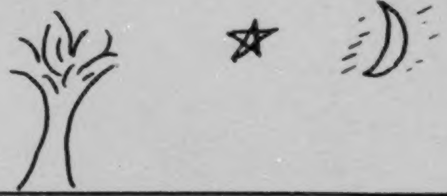
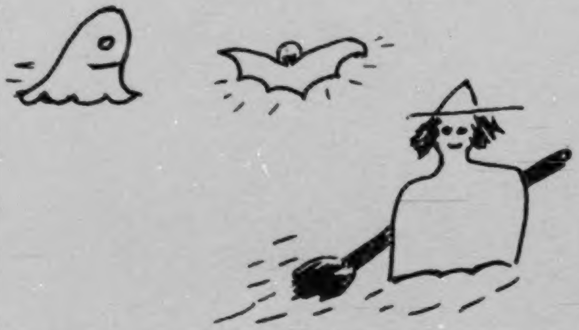
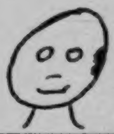
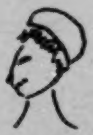
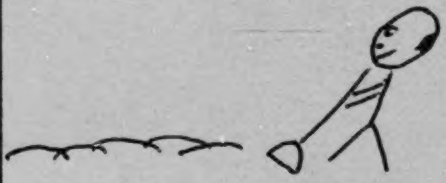


II

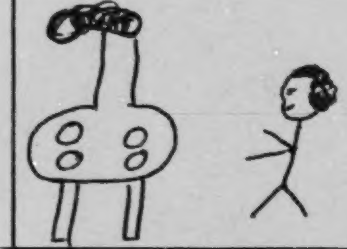
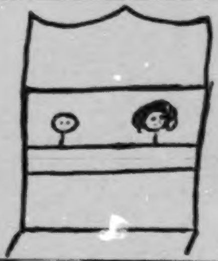
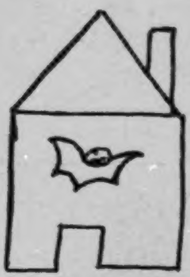
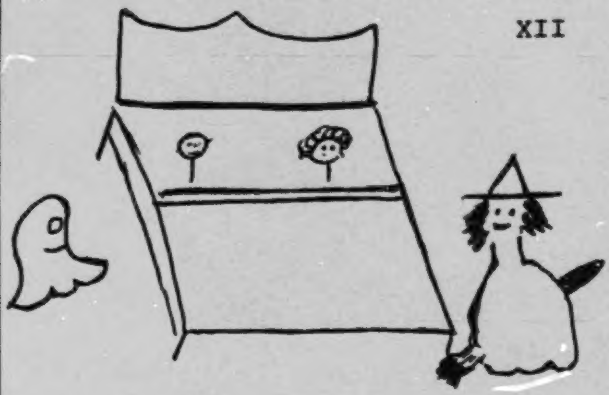
" CORNELIA EST
VENEFICA. EST
DEFORMIS, SED
CORNELIA EST
BONA VENEFICA."



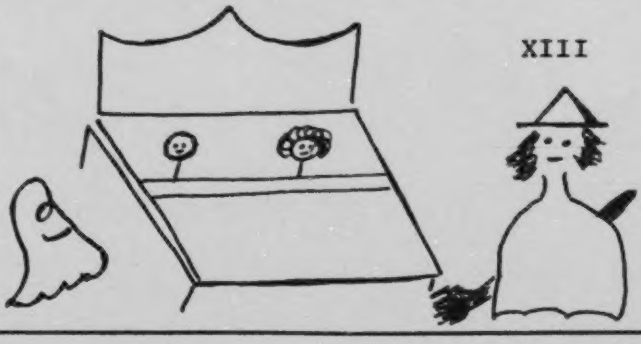
III

EST NOX. LUNA LUCET.	 IV
IMAGO VOLAT. VESPERTILIO VOLAT. VENEFICA VOLAT.	 V
EST VICTOR	 VI
EST ANNA.	 VII
VICTOR LABORAT IN HORTU.	 VIII

Activity 1

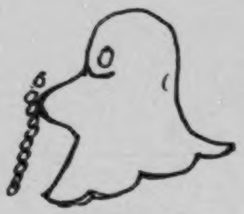
ANNA LABORAT IN CULINĀ	 IX
NUNC VICTOR ET ANNA DORMIUNT IN LECTO.	 X
RUFUS VOLAT PER CASAM.	 XI
IMAGO AMBULAT AD VICTOREM. VENEFICA AMBULAT AD ANNAM.	 XII

VICTOR VIGILAT.
ANNA VIGILAT.
VICTOR ET ANNA
TIMENT.



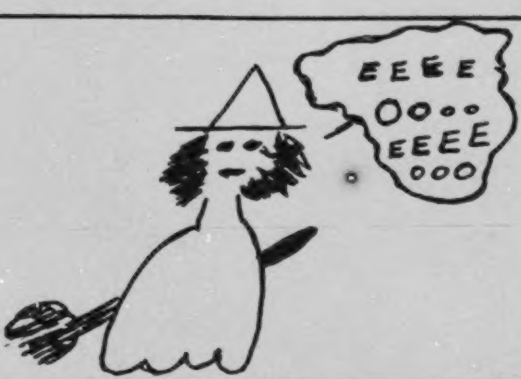
XIII

IMAGO VINCULA
CONCUTIT.



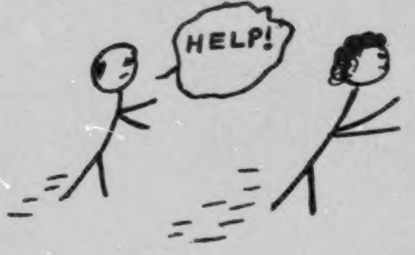
XIV

CORNELIA CLAMAT.


EEEE
Oooo
EEEE
ooo

XV

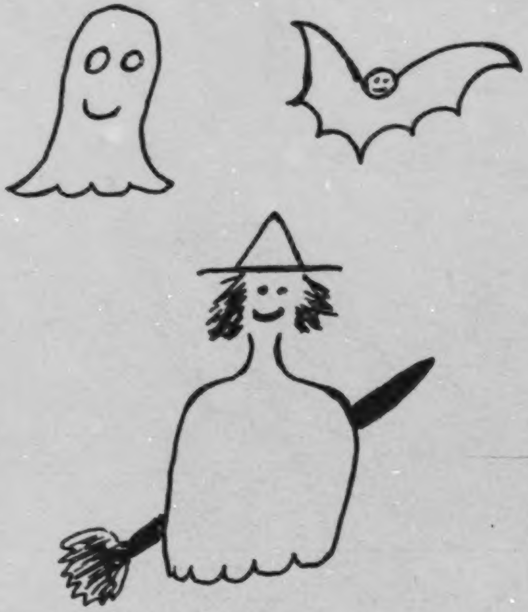
VICTOR ET
ANNA CURRUNT.



XVI

IMAGO RIDET.
VENEFICA RIDET.
VESPERTILIO RIDET.
OMNES RIDENT.

XV



DOLUS
AUT
DELECTATIO

XVII

FELIX
HALLOWEEN !

Praenomen meum est ______________________________

Nomen meum est ______________________________

Mensis __________ Dies __________ Annus __________

Describe briefly what happens in this story:

Quid significat Anglice?

Imago	________	vigilat	________
vespertilio	________	concutit	________
venefica	________	clamat	________
deformis	________	ridet	________

Activity 6

Praenomen meum est ____________________

Nomen meum est ____________________

Mensis __________ Dies ______ Annus ______

Pingite Picturas.

Rufus est vespertilio.

Cornelia est venefica.

Luna lucet. Est nox.

Imago vincula concutit.

Rufus volat per casam.

Victor et Anna currunt.

Victor laborat in hortu.

Anna laborat in culinā.

Praenomen_____________________ Nomen____________________

Mensis_______________Dies___________Annus_______________

Quis asks who? (1 person)

Qui asks who? (more than one)

Prima pictura

Quis est? _____________est.

Secunda pictura

Quis est? _________________est.

Tertia pictura
Quis laborat in hortu?
_______________ in hortu laborat.

Octava pictura
Quis laborat in horta?
_____________________in hortu laborat.

Nona pictura
Quis laborat in culinā?
_______________ laborat in culinā.

Decima pictura
Qui dormiunt in lecto?
_______________et____________in lecto dormiunt

Quindecima pictura
Quis clamat? ______________________clamat.

Septendecima pictura
Qui rident?_______________________rident.

Praenomen__________________ Nomen_________________________

Mensis_________________Dies_____________Annus_____________

Quid agit? What is he doing?
Quid agunt? What are they doing?

Prima pictura
Quid agit Imago? Imago_________________________.

Quinta pictura
Quid agit venefica? Venefica______________________.

Octava pictura
Quid agit Victor? Victor____________________.

Decima pictura
Quid agunt Victor et Anna?
Victor et Anna____________________________________.

Duodecima pictura
Quid agit Imago? Imago________________________.

Tredecima pictura
Quid agit Anna? Anna__________________________.
Quid agunt Victor et Anna?
Victor et Anna____________________________________.

Quattuordecima pictura
Quid agit Imago? Imago_________________________.

Sedecima pictura
Quid agunt Victor et Anna?
Victor et Anna____________________________________.

Septendecima pictura
Quid agunt omnes? Omnes______________________.

Praenomen____________________ Nomen_______________________

Mensis___________________Dies____________Annus_____________

Quo?	To what place	ad____________
Ubi?	In what place	in ___________

Octava pictura

Ubi Victor laborat?

Victor laborat__________________________.

Nona pictura

Ubi Anna laborat?

Anna laborat____________________________.

Decima pictura

Ubi Victor et Anna dormiunt?

Victor et Anna dormiunt_________________.

Duodecima pictura

Quo Imago ambulat?

Imago ambulat___________________________.

Quo venefica ambulat?

Venefica ambulat________________________.

Activity 10

Praenomen________________________ Nomen____________________

Mensis___________________ Dies_____________ Annus___________

These words come from our Halloween story.

1. Quid significant Anglice?
   Tell me what they mean in English

2. Circle these words in the puzzle.
   After you write in the English meanings of these words, come to me and get a puzzle. Find and circle the words in the puzzle. Have fun!

vespertilio ________________
culina ________________
venefica ________________
imago ________________
nox ________________
luna ________________
arbor ________________
stella ________________
casa ________________
deformis ________________
timent ________________
vigilat ________________
currunt ________________
clamat ________________
concutit ________________
vincula ________________
felix ________________
dolus ________________

Anna
Victor
Mt. Vernon
Ramsay
Latin
Miss Conley

D	O	L	U	S	D	E	F	O	R	M	I	S
R	E	O	G	A	M	I	F	R	I	G	E	R
A	N	I	T	A	L	V	I	N	C	U	L	A
T	A	S	A	C	O	R	O	V	U	E	N	S
T	V	E	S	P	E	R	T	I	L	I	O	O
V	E	C	A	B	I	V	I	G	I	L	A	T
N	M	A	N	U	L	E	T	S	N	S	I	N
T	I	T	U	C	N	O	C	K	A	N	N	A
I	S	A	M	D	I	A	S	F	E	L	I	X
M	S	C	T	H	W	L	R	A	M	S	A	Y
E	C	I	V	A	S	L	N	O	X	H	T	E
N	O	F	E	R	G	E	A	R	B	A	A	G
T	N	E	R	R	O	T	C	I	V	E	M	D
I	L	N	N	S	P	S	O	S	A	L	A	P
L	E	E	O	A	T	A	R	B	O	R	L	E
C	Y	V	N	U	T	N	U	R	R	U	C	P

Latin words	English derivatives
imago	imagine, imagination
dicit	dictation, dictator, diction, dictaphone
discupuli	disciple, discipline, disciplinarian
proximo	approximate
anno	annual, anniversary
deformis	deformed
amici	amicable
nox	nocturnal, equinox
luna	lunar, lunatic
laborat	labor, laborer, laboratory
hortu	horticulture
culina	culinary
dormiunt	dormitory, dormant
ambulat	amble, ambulance
vigilat	vigilance, vigil
concutit	concussion
clamat	claim
currunt	current
ridet	ridicule, ridiculous
delectatio	delectable, delicious
felix	felicity
timent	timid

Fill-in-the-blanks exercise

Sample sentences.

1. "Miss Brown, plese come here and take some ______________________(what I'm saying)."

2. We need the ____________________(as close as possible) number of people coming to the dinner.

3. She is such an ___________________(friendly) person.

4. That tree was hit by lightning and is now _____________________ (out of shape).

5. My father receives three weeks _________________ (yearly) vacation leave.

6. A ____________________ is a machine that records voices.

7. I am interested in _________________________ (gardening).

8. He was hit in the head and suffered a ___________________________.

9. The nurse kept a _______________________________ (stayed awake) by the patient's bed.

10. An owl comes out only at night. It is a ___________________________ animal.

11. Bears sleep during the winter. They are _____________________at this time.

12. My father works in a ________________________.

13. The _______________________took the injured man to the hospital.

14. That cake was very ______________________________ (good to eat).

15. Do not ________________________(make fun of) other people.

16. I am interested in ____________________ (going on right now) events.

17. Please call and ______________________ your prize.

18. I wish you _____________________________ (happiness) in the coming years.

Unit C: Midas and the Golden Touch

Class Activities

1. Students view the captioned filmstrip from the Eye Gate Kit.

2. Student volunteers tell the story in their own words.

3. A worksheet about the story is given to students.

4. Students are asked to submit illustrations of scenes from the story. The pictures are then used to decorate bulletin boards in the room. An additional class period may be needed to complete the pictures.

5. The Latin story is read aloud to the students. The teacher then reads each sentence individually. Explanantion of new vocabulary is given with as little English translation as possible. The entire story is again read aloud by the teacher. Students are asked to tell the story in their own words.

6. Students are given mimeographed copies of the story. Volunteers read a sentence and answer the Latin question Quid significat Anglice?

7. Students circle words in the story as a prelude to the study of English derivatives. The words circled are: vini, rex, filia, habitant, habet, and multum. English

derivatives are supplied by the students and teacher; e.g., vineyard, vine, vinegar, regal, filial, inhabitant, habitat, habit, multiply, multitude, and multimillionaire.

8. Review of the derivatives is accomplished by having the students insert the correct word in a sentence. The sentences can be read aloud by the teacher.

9. Students read the Latin story aloud; they complete a worksheet about the story. Numbered Latin questions correspond with similarly marked sentences in Activity 5-6.

10. The second part of the Latin story and the accompanying worksheet is handled in the same manner as the first part.

I. On a sheet of notebook paper answer the following questions. Use complete sentences.

   a. What kind of a king was Midas at the beginning of the story?
   b. Why did Bacchus give Midas a wish?
   c. What made Midas decide that he had made a bad wish?
   d. Would you like to have a "golden touch"? Why or why not?
   e. How did Midas get rid of the "golden touch"?

II. After you have finished answering the questions, hand in this sheet with your answers.

III. Decide on a picture you would like to draw about the story(I will give you the drawing paper). Draw your picture and write on a separate sheet of paper what your picture shows.

IV. Hand in your picture.

Activity 5-6

Praenomen________________ Nomen__________________

Mensis______________ Dies_____________ Annus__________

REX MIDAS ET TACTUM AUREUM

[1]Bacchus est deus. [2]Bacchus est deus vini.
[3]Midas est rex. [4]Marygold est puella et Midae filia.
[5]Midas et Marygold habitant in Phrygiā. [6]Midas habet
multum aurum. [7]Midas amat aurum et Marygold.

Activity 9

PENSUM

1. Quis est deus? ______________________________.
2. Quis est deus vini? __________________________.
3. Quis est rex? _______________________________.
4. Quis est puella et Midae filia?

   ____.
5. Qui habitant in Phrygiā?

   ____.
6. Quis habet multum aurum?

   ____.
7. Quis amat aurum et Marygold?

   ____.

Sample sentences

1. Wine is made from grapes.
Grapes grow on ______________________.

2. If you were in the business of growing grapes, you would have fields of grapes or a _________________________________.

3. Sylvia always bites her nails.
This ___________________is annoying.

4. He looks like a king. He has a
_________________________appearance.

5. We all live in Alexandria.
We are______________________of Alexandria.

6. There were a lot of people at the shopping center last night.
There was a _____________________of people.

7. The forest is a natural____________________ for many animals.

8. A_________________________has many millions of dollars.

REX MIDAS ET TACTUM AUREUM
(continued)

[1]Bacchus dat Midae tactum aureum.
[2]Midas tangit pomum. [3]Pomum est aurum.
[4]Midas est felix. [5]Midas tangit Marygold.
[6]Marygold est aurum. [7]Midas est tristis.
[8]Midas se lavat in flumine. [9]Midas non habet
aureum tactum. [10]Midas est felix. [11]Midas et
Marygold nunc in rure habitant.

SENTENCE NUMBER

1. Quis dat Midae tactum aureum?

______________________________.

Quid Bacchus dat Midae? ______________.

2. Quis tangit pomum? ______________.

Quid Midas tangit? ______________.

Quid agit Midas? ______________.

3. Quid est pomum? ______________.

4. Quis est felix? ______________.

5. Quis tangit Marygold? ______________.

8. Quis se lavat in flumine?

______________________________.

9, Quid Midas non habet?

______________________________.

11. Qui habitant in rure?

______________________________.

Qui Midas et Marygold habitant?

______________________________.

Unit D: Newspaper

Class Activities

1. An experience that is challenging, interesting, fun, and educational for both the students and the teacher is the production of a Latin newspaper.

   Teacher suggestions for the paper are distributed and additional suggestions are made by the students.

2. A title is selected and a staff is elected by the students. The duties of the staff members are defined as follows:

Editor	Write "letters to the editor: and make sure all articles are submitted
Feature Editor	Correct spelling errors and select lay-out of the paper
Production and Assembly Manager	Assemble and staple the paper
Advertising Manager:	Draw and put up posters
Distribution Manager	Determine the number of copies needed. Assign assistants to distribute the paper. Compose a speech for the assistants to make when distributing the newspaper to classes

"Articles" are completed in class. The teacher provides the resource material for the students.

A LATIN NEWSPAPER

I. Title

II. Articles

- A. Latin song of the month
- B. Probatio
  - 1. Roman numerals
  - 2. Addition and subtraction problems
- C. Myth of the month
- D. Life of famous Roman
  - 1. Caesar
  - 2. Cicero
  - 3. Augustus
  - 4. Nero
- E. Pictures
- F. Comics
- G. Crossword puzzle
- H. "Mirabile Dictu"
- I. Name of the month (explanation)
- J. Students' suggestions

III. Themes

- A. December
  - 1. Roman Saturnalia
  - 2. American Christmas

IV. Distribution

- A. One copy to each Latin student
- B. One copy to each Intermediate II and III homeroom
- C. One copy to the principal and assistant principal

V. Staff (to be elected by the students)

A. Editor

B. Feature editor

C. Production and assembly manager

D. Distribution manager

E. Advertising manager

VI. Responsibilites

A. Submission of a title by each student

B. Submission of two articles by each student

VII. Deadlines

A. December 5: submission of articles

B. December 12: submission of advertisements

C. December 17: distribution of copies

THE LATIN GAZETTE

VOLUME I WILLIAM RAMSAY ELEMENTARY SCHOOL DECEMBER MCMLXIII

How December Got Its Name

Hercules Pearson

December comes from the Latin word *decem* which means ten. But December is the 12th month in our calendar. This is because the Roman year started in the month of March. September, October, and November also come from Latin numbers. September comes from the Latin number *septem* which means seven. Ocotber comes from the Latin number *octo* which means eight. November comes from the Latin number *novem* which means nine.

Fun Facts

Alexander Owens

There was a big city called Rome. There were lots of Roman people living in the city. It had a colosseum and in the colosseum there were lots of fights.

The Roman people used oxen to plow the gardens and to cut down things and grow their food.

Dear Caesar,

What have you been doing lately? I want to know more about you. Maybe I can write a book about you, if you are not busy. Why do you always drink wine instead of water? I heard you were a great general. How was it to be a general? I am so sorry you got stabbed.

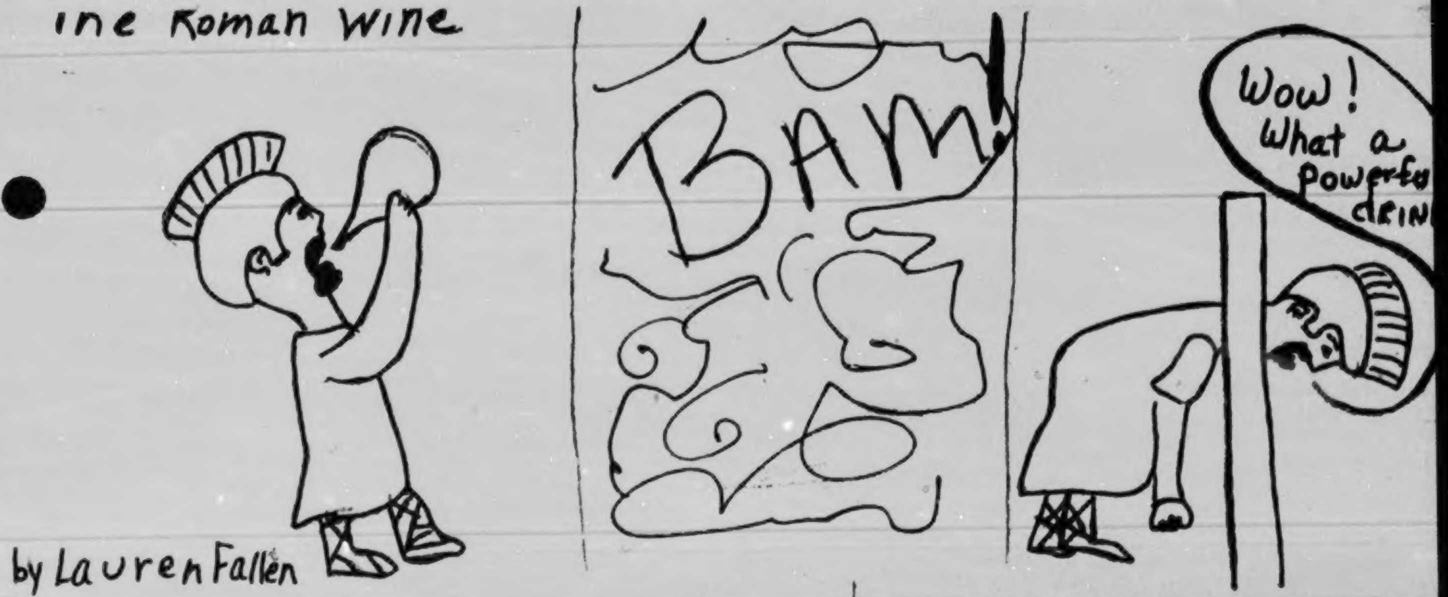
Your friend,
Faba (Lauren Fallen)

MIDAS AND THE GOLDEN TOUCH

Rosa Hayes

In ancient times there lived a king named Midas. He loved gold. He even named his daughter Marygold. One day a god named Bacchus came to Midas' home and started telling him about when Midas took care of his foster father. Bacchus told Midas that he would give him any Wish that he wanted. Midas told him that he wanted more gold than anyone else had. Everything that he touched turned to gold. When he got ready to eat dinner and he touched his food it turned into hard gold. He even touched his daughter and she turned into gold. Midas started to cry. He asked Bacchus how could he get rid of the golden touch. Bacchus told him to go to the river and wash in it. He did and got some water and ran back home with the water and poured it on Marygold. She turned back to life.

The Roman Wine


BAM!
Wow! What a powerfu DRIN

by Lauren Fallen

"JINGLE BELLS"

Tinniat, Tinniat, Tintinnabulum
Labimur in glacie post mulum curtum

"SUPER THE FLUMEN"

Super the flumen et per the woods
Ad grandmother's casam we go
Equus knows the viam portare the sleigh
Per the albam et drifted snow
Super the flumen et per the woods
O quam the ventus does blow
It stings our nasum and bites digitos
As super the terram we go!

WEATHER REPORT
Rosa Hayes

If the weather is nice, you say
TEMPESTAS EST BONA

If the weather is bad, you say
TEMPESTAS EST MALA

If the sun is shining, you say
SOL LUCET

If the sky is dark, you say
CAELUM EST OBSCURUM

If it's snowing, you say
NINGIT

If it is raining, you say
PLUIT

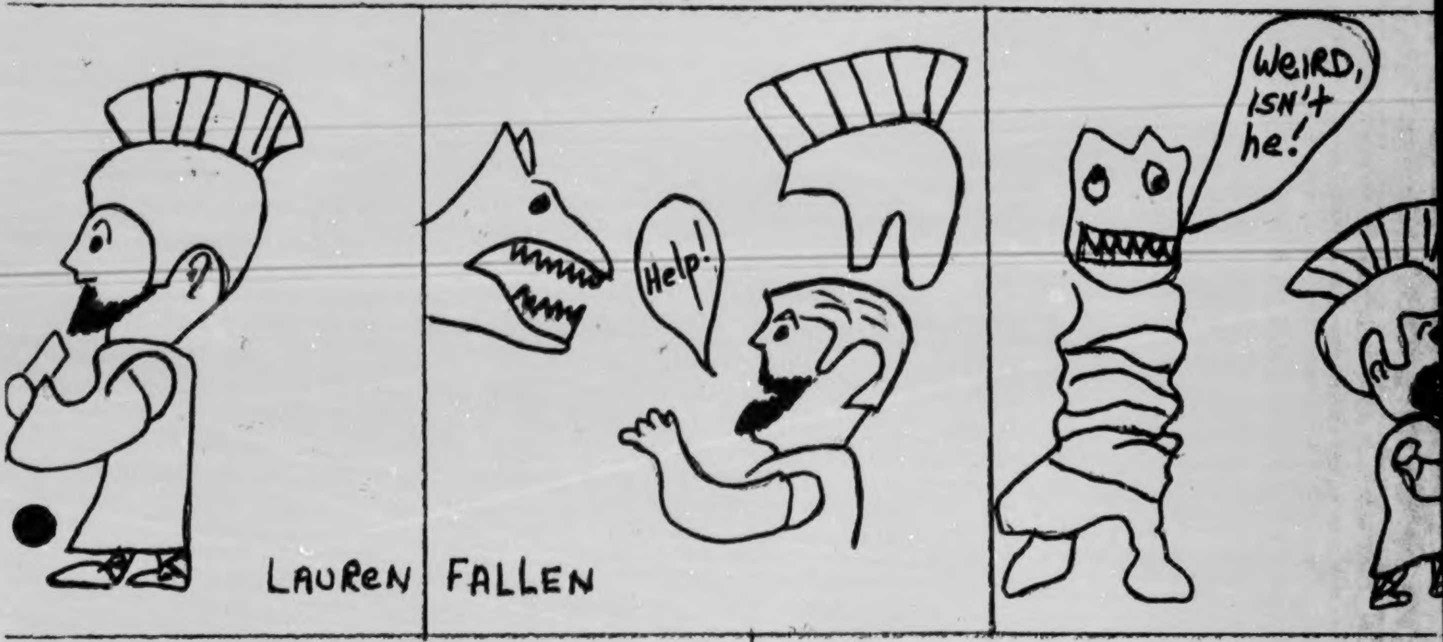
MIDAS AND THE GOLDEN TOUCH
A Variation Diana Harris

Midas loved gold. He slept in a golden bed. He kept a bluebird in a golden cage. Every morning the blue bird sang to wake him up. Every morning Midas put on his golden crown. He sat down to breakfast with his daughter, Princess Leela. They drank royal grape juice. They ate royal sausages. They drank from golden cups. They ate from golden plates. After breakfast Midas went to visit his goldsmiths. They made him gold clocks, tables, chairs, pitchers, and even gold fish hooks. Everyday Midas went for a ride all over his land looking for gold. Then he took it back to his palace. One day Midas was looking at his gold when a little man appeared. The little man asked Midas to wish for something. Midas wished for a golden touch. In the morning when Midas woke up, he touched his bluebird and it turned to gold. Then his daughter turned to gold. Suddenly the little man came back and said, "I'll give you one more wish." Then Midas ran and touched everything that was gold and turned it back to normal.

GLADIATORS

Alexander Owens

Once there was a gladiator fight between two Roman men at a big Roman colosseum. It was a big colosseum . Approximately 50,000 people were at the fight. The people were standing up and shouting for each man to win. The champion won the fight. His name was Caesar and he was glad he won the fight. They were using swords. Caesar got cut up very badly, but the Roman doctors said that he will be alright. Send your cards and letters to room XX at the hospital for fighters.


Help!
WEIRD, ISN't he!
LAUREN FALLEN

Want Ads (Venus Harris)

Old Chariot to sell.
Good wheels and a horse
to boot. Only 10 denarii.

Fresh home cooked panis
for sale. Right out of
the oven. Just 1 sesterce a loaf.

DO YOU KNOW YOUR ROMAN NUMERALS????????

I=1 II=2 III=3 IV=4 V=5 VI=6 VII=7 VIII=8 IX=9 X=10
XI=___ XII=___ XIII=____ XIV=_____ XV=_____ XVI=_______
XVII=______ XVIII=______ XIX=_______ XX=_______

Now Try These Problems!!!!! (Venus Harris, Angela Ross, Rosa Dunkley)

II+IV=______
XII+V=_______
XX-X=______
X+V=_______
V+V=_______

IV+VI=______
VII+XI=_____
XVIII-III=_______
II x III=_______

III+IX=__________
X+X=__________
XIX-IV=_________
IV x IV=________

(Answers in next issue)

PUZZLES

Latin seek-a-word puzzle (Claudius Wanzer)

Find and circle these words in the puzzle.

Rome Latin Apollo Cicero Augustus Jupiter
Bacchus Juno Venus Diana Ramsay Claude
Wanzer

O	L	L	O	P	A	Z	X
C	U	C	F	O	A	D	Q
I	V	D	A	C	C	R	U
C	T	E	B	E	L	E	Y
E	A	S	R	F	A	Z	A
R	N	U	O	O	U	N	S
O	A	N	M	N	D	A	M
X	I	E	E	U	E	W	A
W	D	V	D	J	I	S	R
X	Y	N	I	T	A	L	Z
A	S	U	H	C	C	A	B
B	R	E	T	I	P	U	J

Find and circle these words from Super the Flumen (Patricia Blackwell)

Super Portare Quam Et Casam Viam Per
Flumen Albam Ventus Terram Nasum Digitos

A	X	S	U	P	E	R	N	T	U
P	O	R	T	A	R	E	N	M	O
A	S	Q	M	R	M	O	P	S	T
L	O	M	A	M	A	T	E	N	S
B	T	A	S	U	I	I	R	E	U
A	I	R	A	S	V	G	W	M	T
M	G	R	C	A	Z	I	B	U	N
N	I	E	T	N	I	D	N	L	E
A	D	T	V	Q	U	A	M	F	V

Find and circle these Latin words (Rosa Dunkley)

unus-1 duo-2 tres-3 quattuor-4 quinque-5 sex-6 septem-7
octo-8 novem-9 decem-10 nox-night imago-ghost hortus-garden
est-is Conley-our Latin teacher Rosa-girl who made the puzzle

U	D	U	O	L	U	C	E	T	A
N	H	O	R	T	U	S	C	T	P
U	O	T	R	E	S	F	I	G	W
S	I	N	D	E	C	E	M	L	L
H	Q	U	A	T	U	O	R	M	B
N	O	Y	C	O	N	L	E	Y	E
O	V	I	I	M	A	G	O	S	O
X	E	N	K	S	E	X	N	C	Q
E	M	Q	R	U	F	U	S	G	K
S	Y	U	J	S	E	P	T	E	M
T	B	E	R	O	S	A	D	U	N

Staff
Editor-Diana Harris
Feature Editor-Venus Harris
Distribution-Alexander Owens
assistants-Augustus Williams
Jacobus Cotton
Advertising-Hercules Pearson
assistants-Antonius Perry
Claudius Wanzer
Cicero Proctor
Production and Assembly-
Bernadetta Felton
Consultant and Typist-Miss Conley

The Roman Times

VOLUME I MOUNT VERNON ELEMENTARY SCHOOL DECEMBER MCMLXXIII

How December got its name

Theresa Borror

At first the Romans only had ten months-January and February were left out. The first month for the Romans was March. Their last month was December. December comes from the Latin word decem which means ten. December was their tenth month. Can you think of any words that are in English that come from the Latin word decem? Start thinking!!!

Latin songs of the month

"Jingle Bells"

Tinniat, Tinniat, Tintinnabulum
Labimur in glacie post mulum curtum!!

"Super the Flumen"

Super the flumen et per the woods
Ad grandmother's casam we go
Equus knows the viam portare the sleigh
Per the albam et drifted snow
Super the flumen et per the woods
O quam the ventus does blow
It stings our nasum and bites digitos
As super the terram we go!

MYTH OF THE MONTH

KING MIDAS AND THE GOLDEN TOUCH

Annunciata Bragg

Once there was a king named Midas. He was very kind to strangers but he was very greedy. He loved gold about as much as he loved his daughter. He had rooms and rooms of gold but he still always wanted more gold. All he ever did with his gold was to count it and look at it.

One day he took in some strangers and fed them well. The next day he was in looking at his gold and he turned around and there was a man. He asked,"Who are you? How did you get in? All the doors are locked." He looked up and saw that the stranger was the god Bacchus. Bacchus said,"you have been very kind to my foster father who was here last night. I will grant you any wish." Of course you know what Midas asked for-GOLD! Bacchus said, "Whatever you touch will become

(Cont. page 2)

FUN FACTS

Do you know how the Romans sent messages? They sent for a slave and had his head shaved. They wrote the message on his bald head and waited for his hair to grow back. Then they sent the slave on his journey.

Hercules Gregg

The barbers usually did the dentistry. There was no pain killer so they let their teeth go bad. Emperor Nero was afraid and even fainted. They had their cavities filled with gold and silver. They also had false teeth made of wood and fixed to their gums with wire. The Romans took teeth from their slaves' mouths and put them in their mouths with wire.

Maria Cousins
Pamela Giles

DID YOU KNOW?

Did you know that the Greeks considered the Hanging Gardens of Babylon one of the Seven Wonders of the Ancient World?

Michaelus Pasley

Dear Caesar

Dear Caesar,

My girlfriend doesn't like me anymore. What should I do?

signed-Frightened

Dear Frightened,

You should find another girlfriend.

Dear Caesar,

My friends ignore me. What should I do?

signed-Hopeless

Dear Hopeless,

If your friends ignore you, you should get new friends.

(If you have a problem, send it to room 321.)

Christina Thomas
Fredericus MacIntyre

THE GOLDEN TOUCH (cont.)

gold. So he ran all over the kingdom touching everything he could find. When it was time to eat he went in his dining room and met his daughter. But when he started to eat all the food that he touched turned to gold. He started to cry so his daughter came over to cheer him up and he bent down to kiss her. She also turned to gold. Then Midas fell on his knees and cried to Bacchus to take away this curse. Then Bacchus appeared to him and told him to wash in the nearby river. Everything he poured water over would come back to life. Midas did so and brought his daughter back to life and everything else back the way it was. He gave his gold away to the people in the town. He and his daughter moved to the country and lived happily ever after.

RIDDLES

What do you get when you pass Caesar with a sword in his hand?

A chopped-off head.

Why did the chicken cross the road?

To get the Roman Times. Get it? No? I don't either. I get the Washington Post.

Josephus Skelly

NOW SHOWING!!!! At Caesar's Palace

"The Evil Eye of Caesar"

MEET BEN-HUR AT CAESAR'S JOKE SHOP!!!

GET YOUR WINE FROM MARCUS' WINE SHOP!!!!

M. Hurst

SPORTS

There was a big fight today. Two gladiators fought for five hours and it was a good fight. They fought with swords. The names of the gladiators are Hercules and Apollo. At the end they were both cut up bad and Hercules won by stabbing Apollo. He died instantly.

Marcus Hurst

The Sports in Rome were very popular in those days. Gladiator fights were when two people had fights with swords. They tried to kill each other. Another sport was boxing. The sport I liked the most was wrestling. Two people fight to win and to win they try to pin each other. There you have the sports I like best. I hope you do.

Radulphus Moran

GLADIATOR FIGHT

DIES SATURNI

AT

COLOSSEUM

NOVEMBER XLLI

Please Attend!

J. Durland

CAESAR'S FOOD STORE

Buy your panis, piscis and
other health foods at a
low price of 5 denarii.

Jacobus Durland

LETTERS TO THE EDITOR

Dear Editor,

The bakeries are closing down and we can't get any panis. We are mad.

Dear Editor,

My piscis is stale when I get it from the store. What am I supposed to do?

H. Gregg

LATIN VOCABULARY

Janeena Goins

Salvete-Hello
Valete-Goodbye
Nox-night
Stella-star
Arbor-tree
Imago-ghost
stylus-pen
graphium-pencil
magistra-teacher (lady)

Now you have learned the meanings of some Latin words. Now put the correct word in each blank.

1. On Halloween children dress up as a ________________.
2. Apples grow on an ________________________.
3. You may write with a ________________ or ____________________.
4. "Twinkle Twinkle Little ______________."
5. When you meet two or more people you say ____________________.
6. It's dangerous to walk the streets at _______________.
7. A ______________ is someone who teaches.
8. When you leave a place you say________________________.

THINGS TO DO

Seek-a-Latin-word puzzle

Directions: Try to find the words below. They are hidden by some other letters. See if you can find all of them.

1. Latin
2. Rome
3. myths
4. Greeks
5. Greece
6. Athens
7. gods
8. Jupiter
9. Bacchus
10. Minerva
11. goddess
12. Mt. Vernon
13. Pompeii
14. Atlas
15. Vulcan
16. Hercules
17. Prometheus

L	T	Q	R	S	M	M	I	N	E	R	V	A	P
A	P	R	R	Q	P	G	O	D	D	E	S	S	R
T	R	M	T	R	T	L	V	T	T	B	B	C	O
I	M	T	V	E	R	N	O	N	X	Y	M	O	M
N	R	O	M	E	I	I	E	E	T	S	N	C	E
F	M	G	R	E	E	K	S	O	V	U	L	C	T
T	Y	R	G	R	E	E	C	E	X	X	U	T	H
P	T	E	J	B	A	T	H	E	N	S	F	F	E
O	H	E	U	A	M	G	C	C	D	X	E	O	U
M	S	S	P	T	L	O	V	U	L	C	A	N	S
P	L	E	I	L	M	D	C	M	H	J	I	I	J
E	B	L	T	A	F	S	J	M	C	C	T	L	K
I	Q	R	E	S	G	B	A	C	C	H	U	S	M
I	T	T	R	H	E	R	C	U	L	E	S	O	N

DO YOU KNOW YOUR ROMAN NUMERALS?

I=1
II=2
III=3
IV=4
V=5

VI=6
VII=7
VIII=8
IX=9
X=10

XI= ____
XII= ____
XIII=____
XIV= ____
XV= ____

XV=____
XVI=____
XVII=____
XIX=____
XX=____

XL=40
L=50
LX=60
XC=90
C=100

M=1000
D=500

Try the problems on the next page!!

Diana Karl

L +L = ________ L-X=__________ LX+LX=________

III + II =_______ XIX-III=_______ VI + L=_______

V + IV=________ XX-XI=_________ LXXX-CX=______

V + IX= ________ XIV-IV=________ XXX + XXXIII=________

(C-XC) + (DC-CD) + (LX+XL) +(M-C)=____________________

CMXX-CM_____________ MCXX -MCXV=_____________

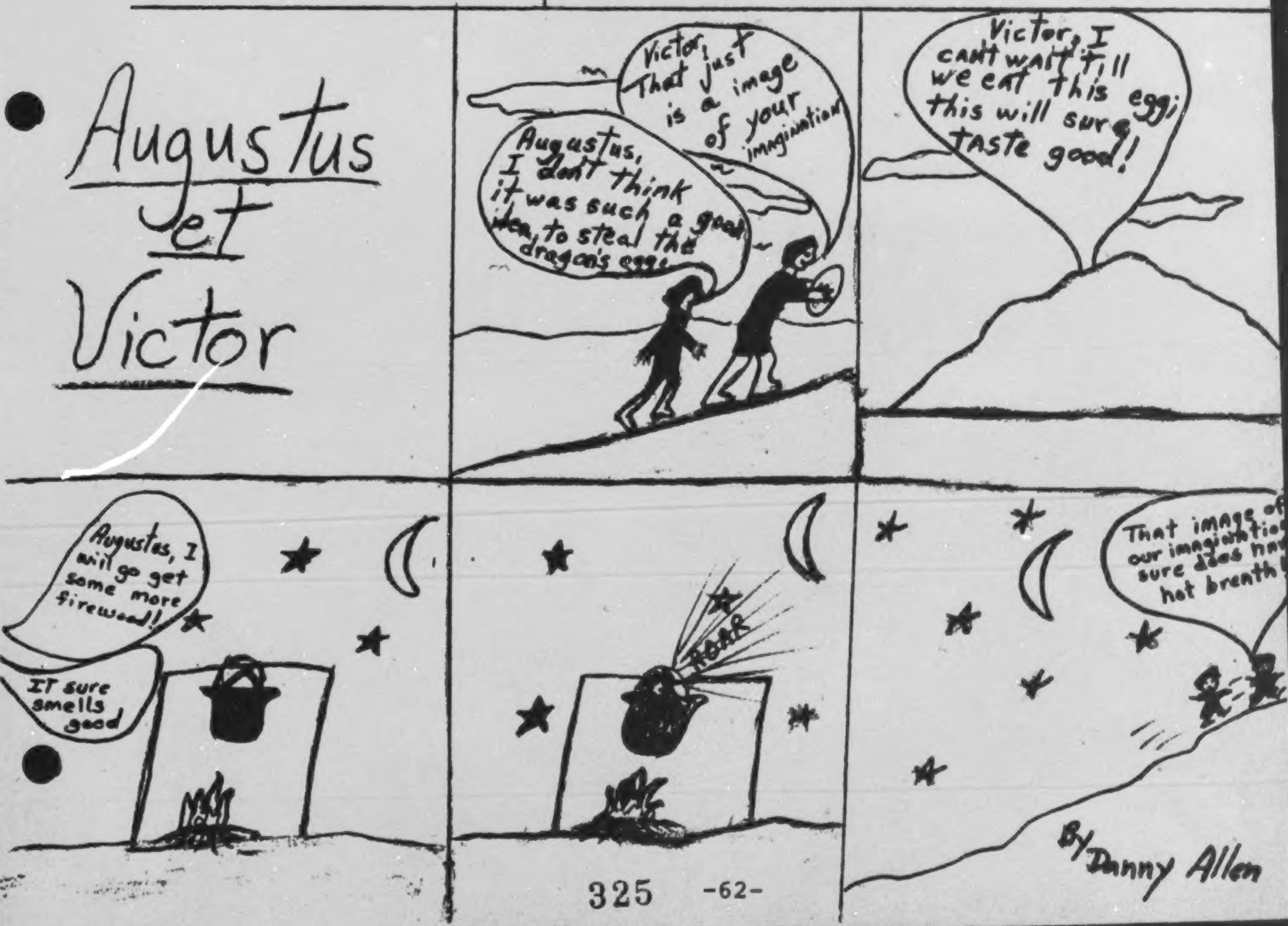
CVI -C=___________ XXXIII +XXXVII=____________

Theresa Borror
Gulielmus Wade
Carola Wells

(Answers in next issue)

FIX YOUR CHARIOT AT
BACCHUS'CHARIOTS!
ROMAN STREET
B. Watson

Staff
Editor-Hercules Gregg
Feature Editor-Juanita Manning
Production &Assembly-Lianna Coppage
Distribution-Patricia Brooks
assistant-Prometheus Osborne
Advertising-Gulielmus Collins
assistant-Augustus Oliver
Carola Wells
Consultant and Typist-Miss Conley


Augustus et Victor
Victor, That just is a image of your imagination
Augustus, I don't think it was such a good idea to steal the dragon's egg.
Victor, I can't wait till we eat this egg; this will sure taste good!
Augustus, I will go get some more firewood!
It sure smells good
ROAR
That image of our imaginatio sure does hav hot breath
By Danny Allen

Unit E: Words Derived from Latin and Greek

Class Activities

1. The filmstrip, "Words Derived from Latin and Greek," from the Word Study Series of McGraw-Hill Films is viewed by students. The filmstrip consists of two (2) sections; the first section on derivatives from Latin words is the one that is shown and discussed.

2. Students complete a worksheet on English derivatives.

Activity 2

Praenomen__________________ Nomen_________________

Mensis__________ Dies_______ Annus______________

WORDS DERIVED FROM LATIN AND GREEK

Match the derivatives with their meanings .
Write the word in the blank in the sentences.

referendum
ambition
victor
quorum
credible
credit
incredible
defend
vacuum

1. A person who wins in a contest is a ____________.

2. The number of people that must be present at a meeting to conduct business is a ______________.

3. Someone who has a great desire to do better has a lot of ___________________.

4. Before this can become law it must be voted on by the people. It is a _______________________.

5. When you apply for ___________________________, you ask that people believe you will pay your bills.

6. A __________________ cleaner draws dirt into an empty space.

7. If a story is believable, it is _________________.

8. If a story is not believable, it is _____________.

* Extra credit
Use five (5) of the derivatives in sentences of your own.

Unit F: Roman Coins

Class Activities

1. Replicas of ancient coins obtained from the American Classical League are distributed so that students may inspect them.

2. General information about Roman coinage is given by the teacher.

   The Romans at first used cattle for trading purposes. The Latin word for cattle, pecus, evolved into the Latin word for money, pecunia.

   Coins were often minted for purposes of communiation with the outlying provinces and for propaganda to advance political careers. The first Roman mint was in the temple of Juno Moneta, giving us the English derivatives, money and monetary.

3. Discussion is held on the different types of coins and their value.

Unit G: Valentine Scrolls

Class Activities

1. In preparation for this activity students are asked to bring two (2) cardboard tubes from paper towels, kitchen wrap, or gift wrap. The teacher provides the paper (Kraft paper, shelf paper, or newsprint), red and pink construction paper, doilies, glue, and scissors. The paper is glued to the ends of both cardboard tubes. The student can design his own scroll. The only requirement is that all messages be in Latin.

2. The Latin phrases are taught on the first day. The teacher says the phrase aloud and has the students repeat. The students are asked to respond to the Latin questions, *Quid significat Anglice?* and *Quomodo dicitur Latine?*.

   Latin phrases that can be used are:

   Es meum valentinum - Be my valentine
   Es meum ------------ Be mine
   Amo te ------------- I like you

Unit H: The Roman House

Class Activities

1. Using the visual cues (#32-36) of the Roman house from Romani Viventes et Dicentes from the Philadelphia materials, the teacher introduces the structure of the Roman house and the accompanying Latin words.

   Pointing to the areas in the first picture of the series, the teacher says the Latin phrase and has the students repeat.

   Est villa.　　Est hortus.
   Est ianua.　　Est aqua.
   Est fenestra.　　Est fons.

2. Students are asked to come to the front of the room and identify in Latin the different areas in the picture.

3. After all of the phrases are taught orally, the Latin words are put on the board and the English derivatives are discussed.

4. The Latin words and their English derivatives are reviewed. Students are asked to draw pictures of ianua, fenestra, hortus, fons, and aqua.

5. The second picture in the series is shown and the following Latin sentences are introduced in the same manner as above:

   Est atrium.　　Est mensa.
   Est serva.　　Est infans.
   Est servus.　　Est impluvium.
   Est mater.　　Est compluvium.
   Est pater.　　Est aqua.

6. Students complete a worksheet using the derivatives they have studeied.

7. A "derivative" tic-tac-toe game (Appendix C) is played. Students must give the English derivative and spell it correctly before receiving credit.

8. Students are asked the questions Quid significat Anglice? and Quomodo dicitur Latine? about the Latin words recently learned. Also, students are asked to use the English derivatives in sentences of their own. Certain classroom items can be identified: ianua, fenestra, and mensa.

9. The Latin question Qualis villa est? and the answers Villa est pulchra (alta, magna, longa) are taught.

   Students learn first through an oral presentation. Then the Latin words are written on the board and the following English derivatives are studied:

   quality
   pulchritude
   altitude
   altimeter
   magnitude
   magnificent
   longitude

10. Written exercises in the use of these derivatives are provided in Look for the Latin Word from the Philadelphia materials. All four exercises can be used at different intervals in this unit.

11. Two transparencies of the Roman house are shown: one transparency is from the Minnesota Pilot Project Visuals; the other is prepared by the teacher.

Through the use of these transparencies students learn the different areas of the Roman house: tablinum, peristylum, culina, triclinum, and cubiculum.

12. Students are handed incomplete copies of the teacher-made transparency and are asked to make their own house plan.

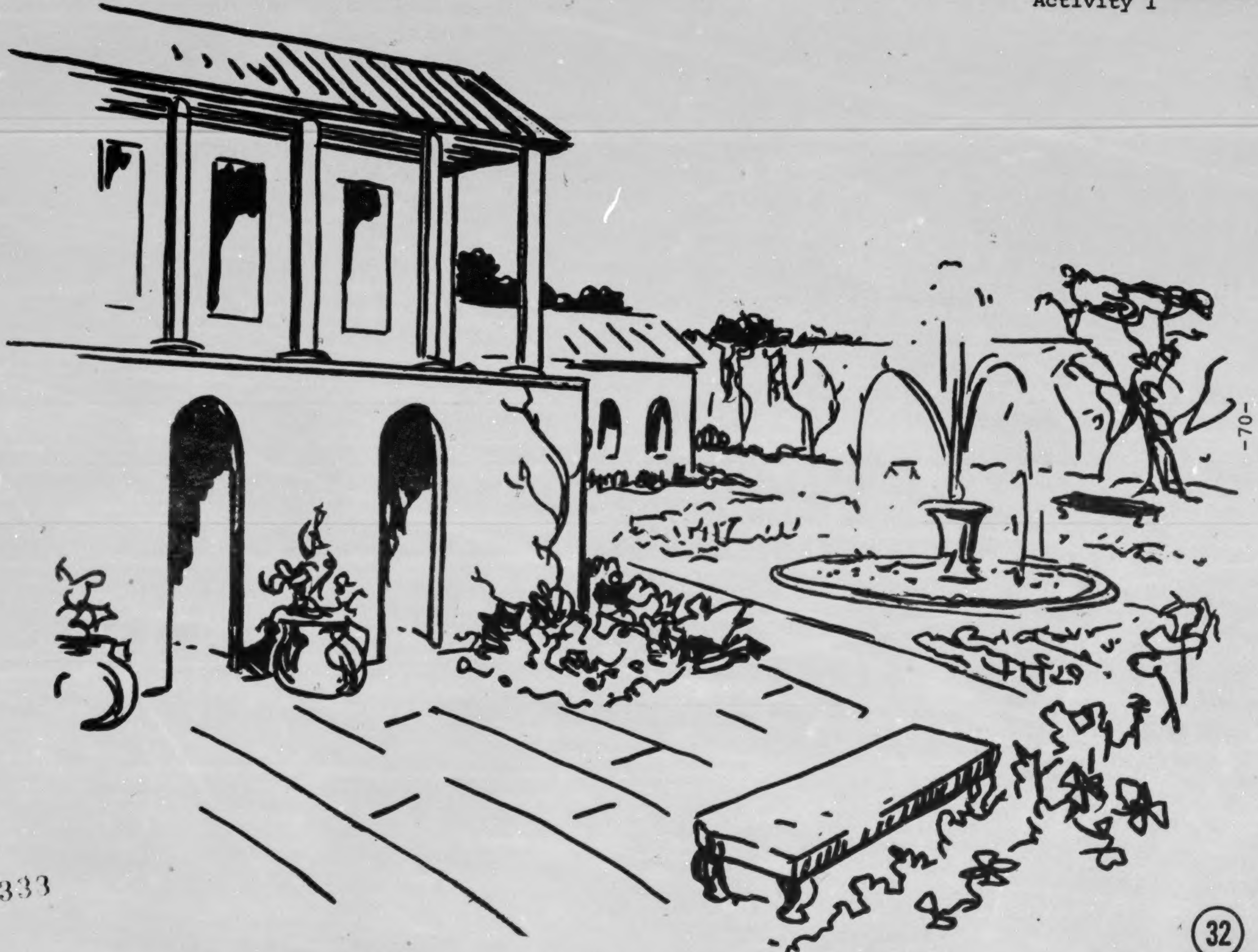
    Students are questioned about the uses of the different areas of the house; e.g., "If you were invited to my house for a dinner party, we would eat in the ________________."

13. Students are divided into three (3) groups and supplied with Kraft paper and drawing tools. The first group is to draw a detailed mural of the front half of the house (the dividing line is between the tablinum and peristylum). The second group is to depict the back half of the house. The third group is to draw an outline of the entire house. This project takes several class periods.

14. Seek-a-word puzzles (Appendix C) using both the Latin words and their English derivatives are given to the students.

15. Students prepare bingo sheets using the Latin words and English derivatives.

Activity 1



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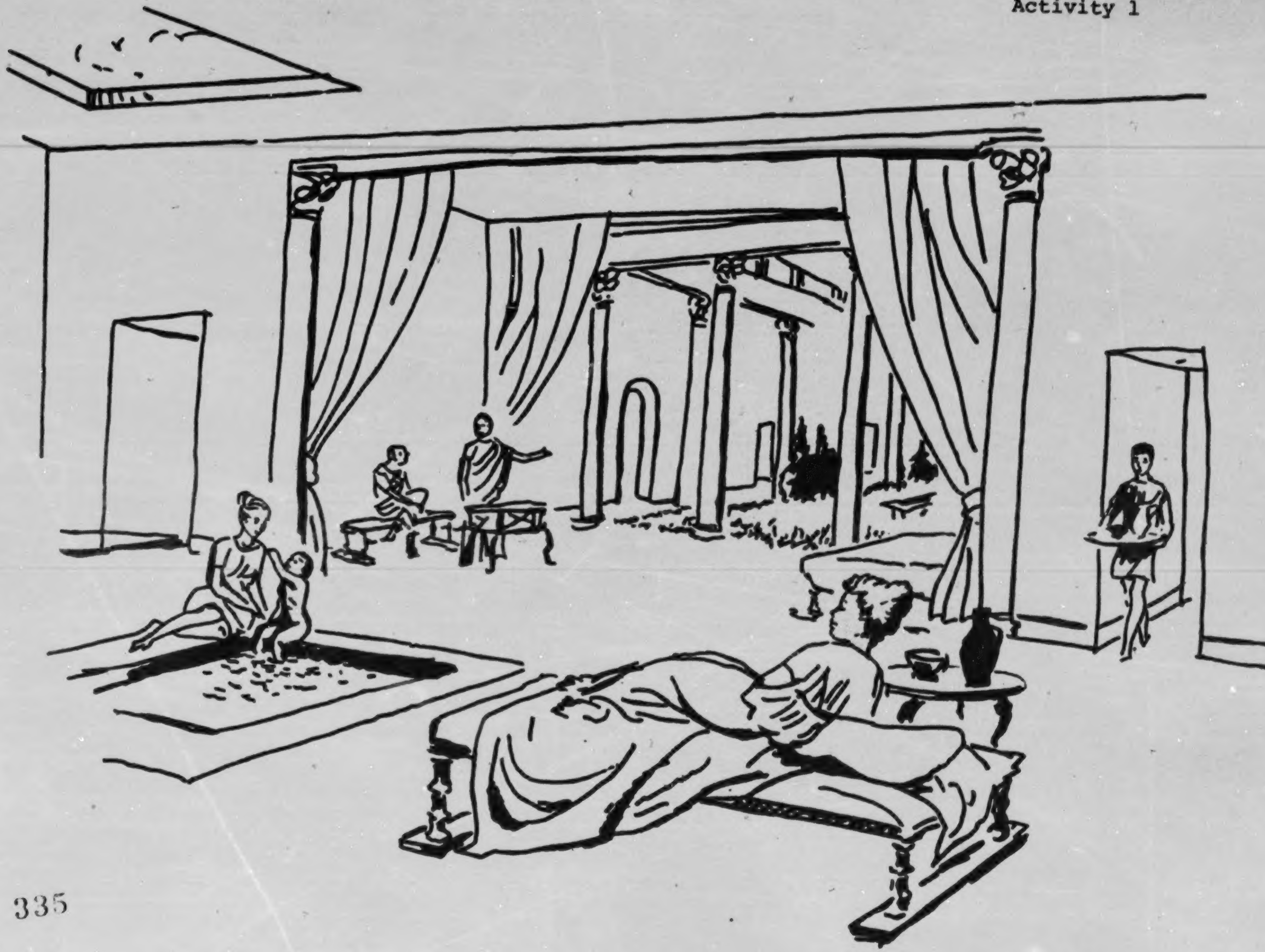

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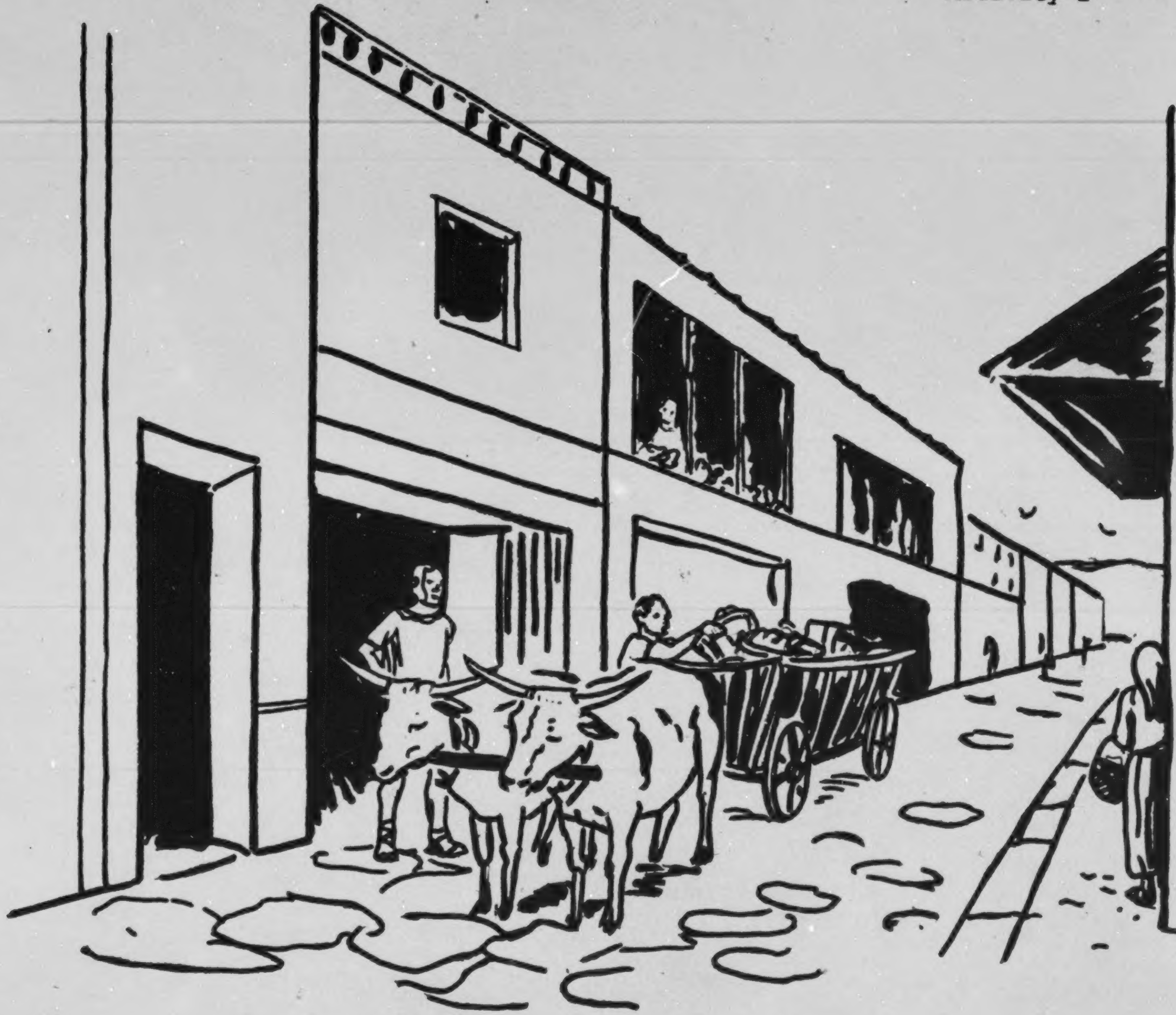
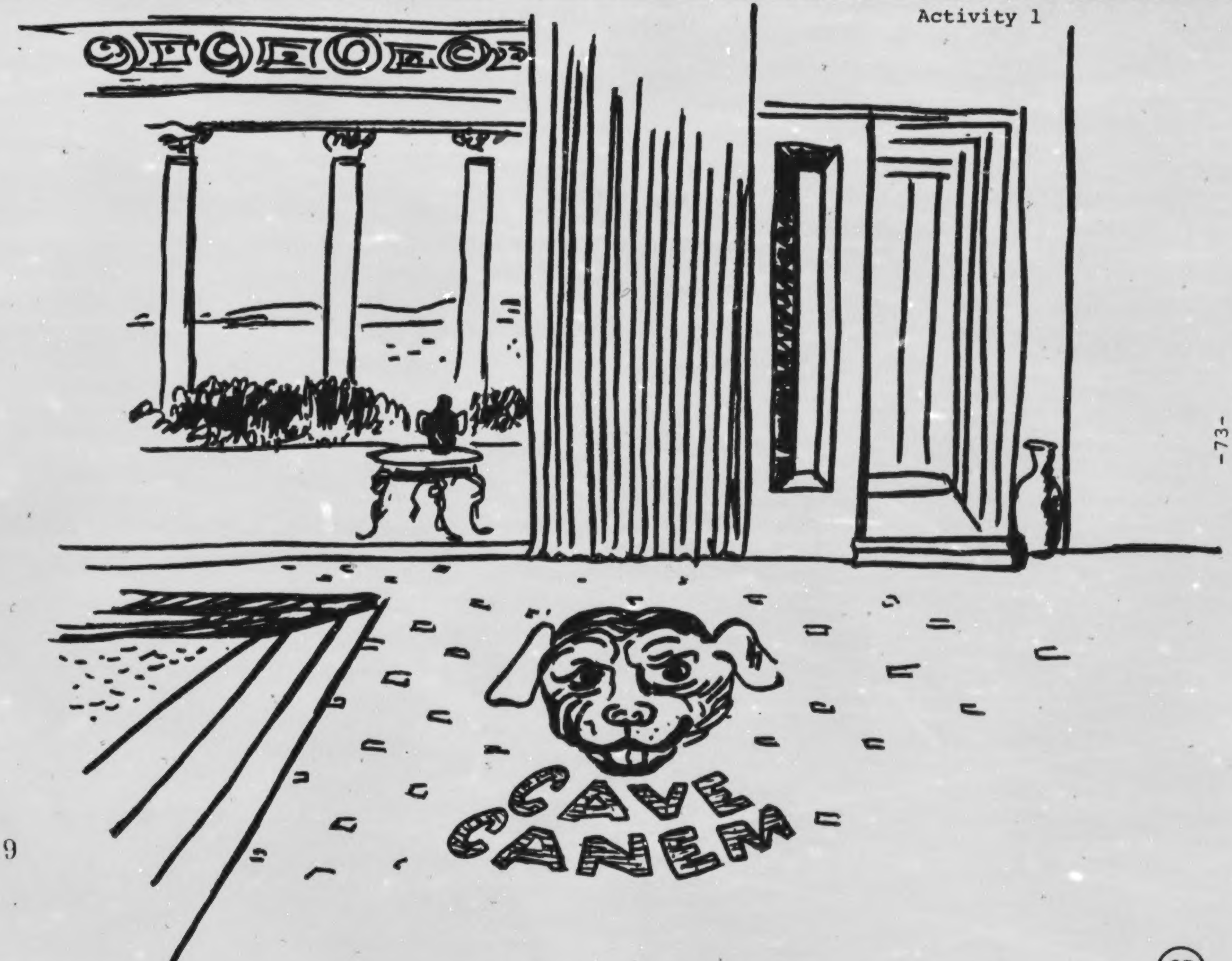


Activity 1



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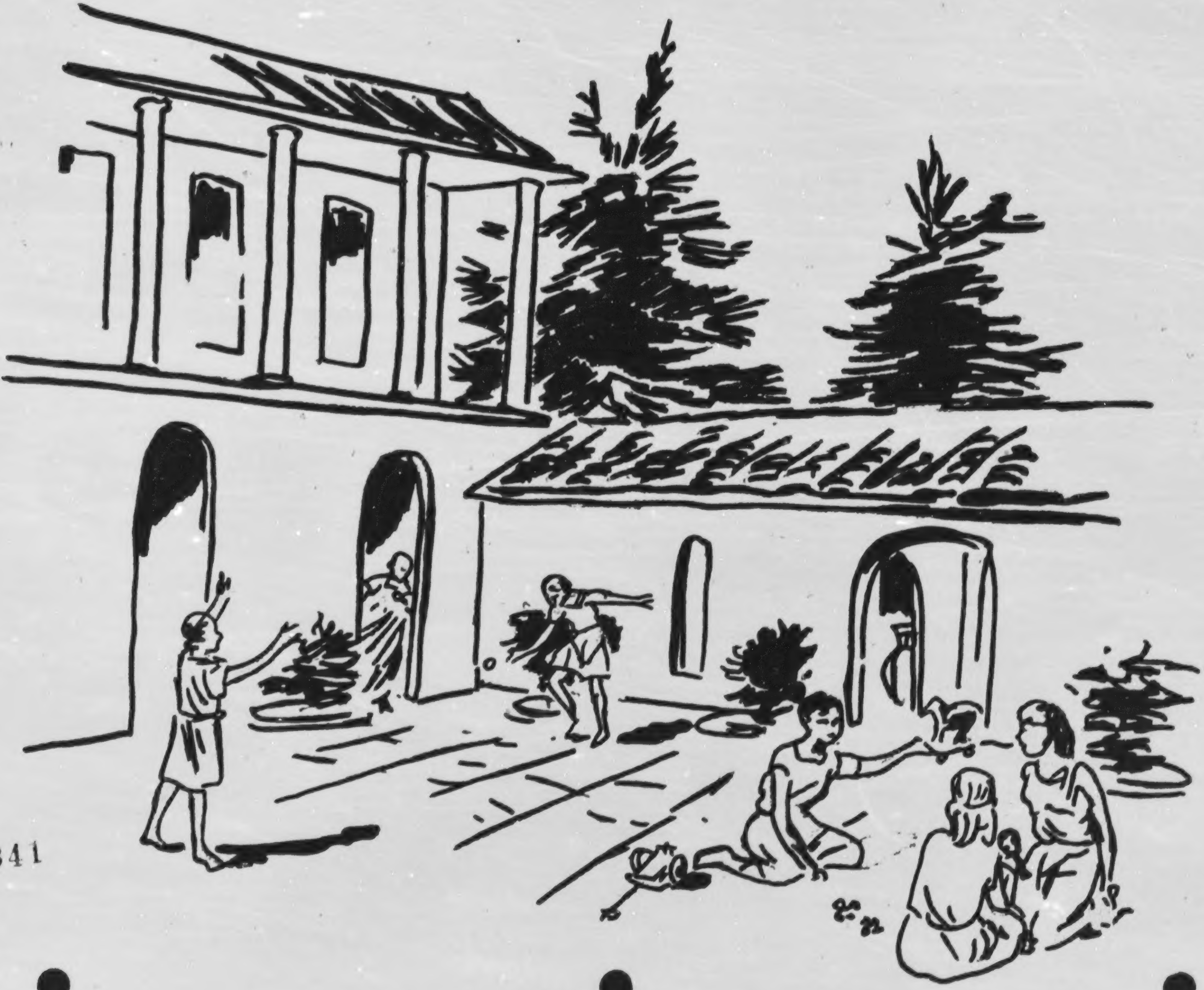
Activity 1



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Praenomen____________________Nomen_______________________

Mensis_________________ Dies___________Annus_____________

Pingite Picturas:

1. ianua

2. fenestra

3. hortus

4. fons

5. aqua

Activity 6

English derivatives

aquatic
janitors
servant
horticulture
infant
maternal
villas
fountain
paternal
village
aquarium

1. Most Roman families had at least one ____________________.

2. ______________________love is motherly love.

3. Your ____________________grandfather is your father's father.

4. Rich people often have beautiful homes which are called ______________________.

5. There is a _______________________ in front of the City Hall in Alexandria.

6. There are many fish in the ____________________________.

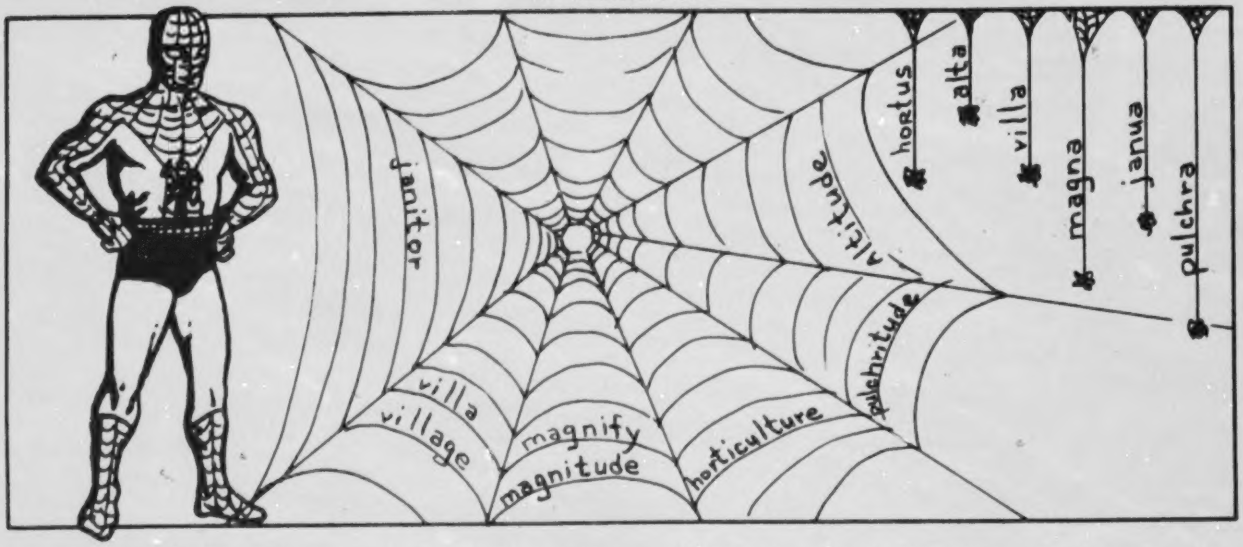
7. The _______________________ was hungry for his bottle.

8. Mount Vernon and William Ramsay Schools have _____________________________ who help take care of the buildings.

9. An interest in gardening is the same as an interest in ____________________________.

10. Swimming is an _____________________________ sport.

SPIDERMAN


janitor
villa
village
magnify
magnitude
horticulture
pulchritude
altitude
hortus
alta
villa
magna
janua
pulchra

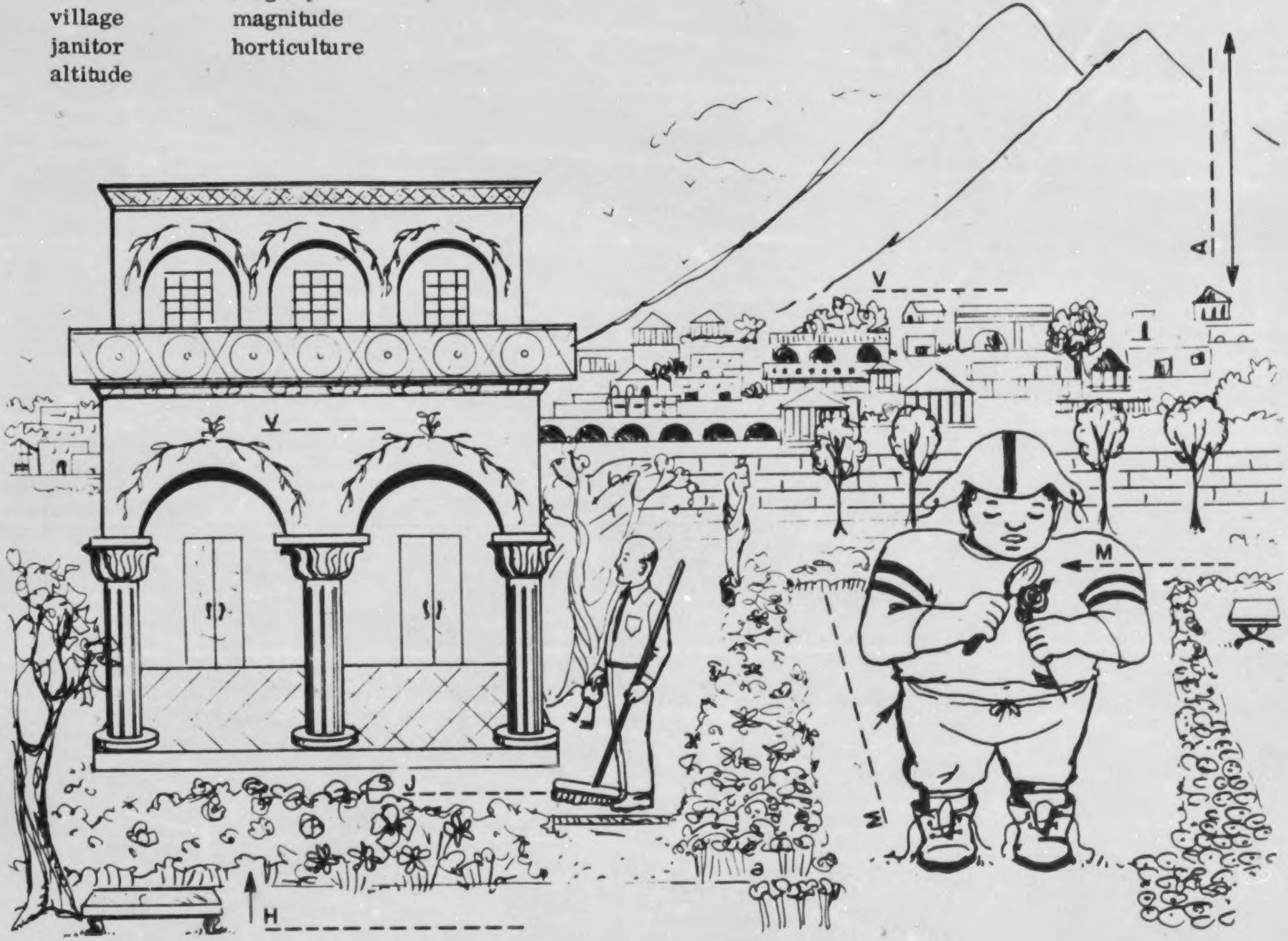
Help Spiderman complete his web. Underline the word that best completes each sentence.

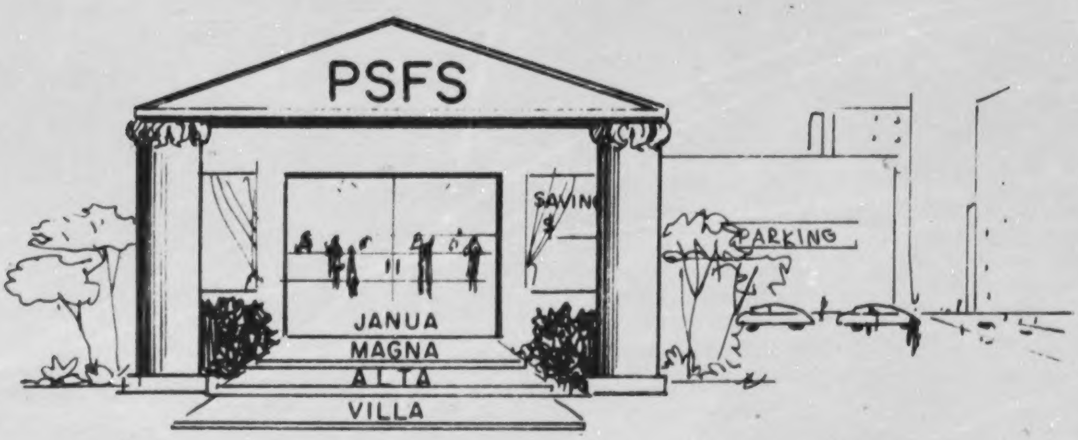
1. At one time Germantown was a small (village, villain).
2. The rich merchant left Rome in summer for his country (hut, villa).
3. An expert in (horticulture, construction) knows a great deal about flowers.
4. The (plumber, janitor) locked the doors to the school.
5. The plane climbed to (a depth, an altitude) of twenty thousand feet.
6. With his microscope, the scientist (magnified, destroyed) the small grains of sand.
7. The mayor said, "A problem of such (virtue, magnitude) calls for the help of all our citizens."
8. The (pulchritude, shadow) of the statue attracted many visitors.
9. Mount Everest, the highest mountain in the world, soars to an (altitude, arc) of 29,000 feet.
10. The old man wore thick glasses to (clean, magnify) the small print.

Words to Use

villa
village
janitor
altitude
magnify
magnitude
horticulture

Match the words with the pictures. Use the dotted lines. The first letter of each word is given.





Here is an easy way to save money fast. The sentences below are worth $10, $20, or $30. Mark each sentence True (T) or False (F). Choose carefully and watch your bank account grow. Use the space in the bank window for recording your savings.

$10 ____ 1. A villain is the "good guy" in a story.

$20 ____ 2. An alto is the highest voice in a boys' choir.

$10 ____ 3. Niagara Falls is magnificent.

$20 ____ 4. The Magna Carta is a ballpoint pen.

$10 ____ 5. A villager is a person who lives in New York City.

$10 ____ 6. January is the last month of the year.

$10 ____ 7. Villanova is a college near Philadelphia.

$20 ____ 8. A villager is a person who lives in one of a small group of houses.

$20 ____ 9. A pile of trash looks lonely and magnificent.

$20 ____ 10. Magnavox means "big mouth."

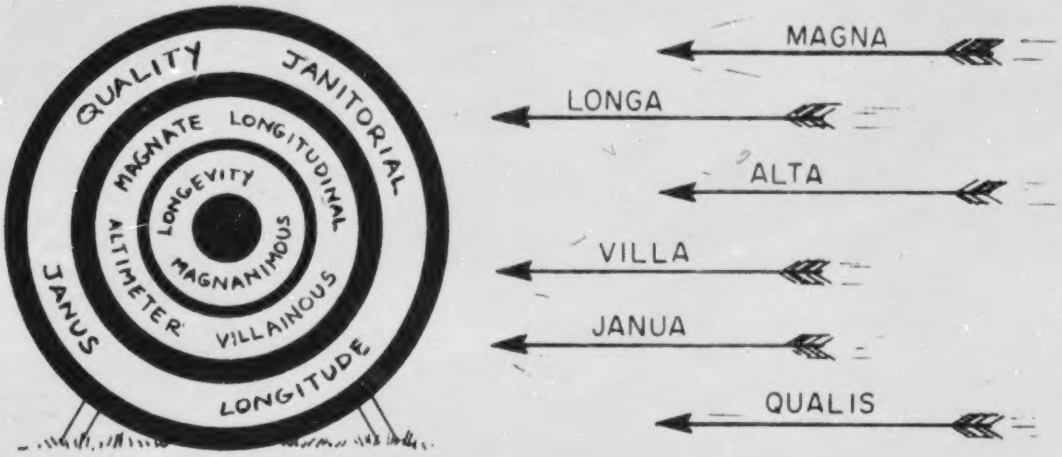
$10 ____ 11. January is the first month of the year.

$20 ____ 12. Villanova means "new house."

$10 ____ 13. A villain is the "bad guy" in a story.

$30 ____ 14. The Magna Carta was an English "Bill of Rights."

ENGLISH TARGETS LATIN WORD-ARROWS


QUALITY
JANITORIAL
MAGNATE
LONGITUDINAL
LONGEVITY
ALTIMETER
MAGNANIMOUS
VILLAINOUS
JANUS
LONGITUDE
MAGNA
LONGA
ALTA
VILLA
JANUA
QUALIS

Bull's-eye is the name of the game. Score a direct hit by correctly matching the sentence parts. The words closest to the center are worth the most points. Ready! Aim! Fire!

Points quality--magnate--longevity

10	____	1.	Meat stamped "U. S. Grade A" is	a. an automobile magnate.
20	____	2.	Henry Ford is	b. has longevity.
30	____	3.	A ninety-year old man	c. the best quality you can buy.

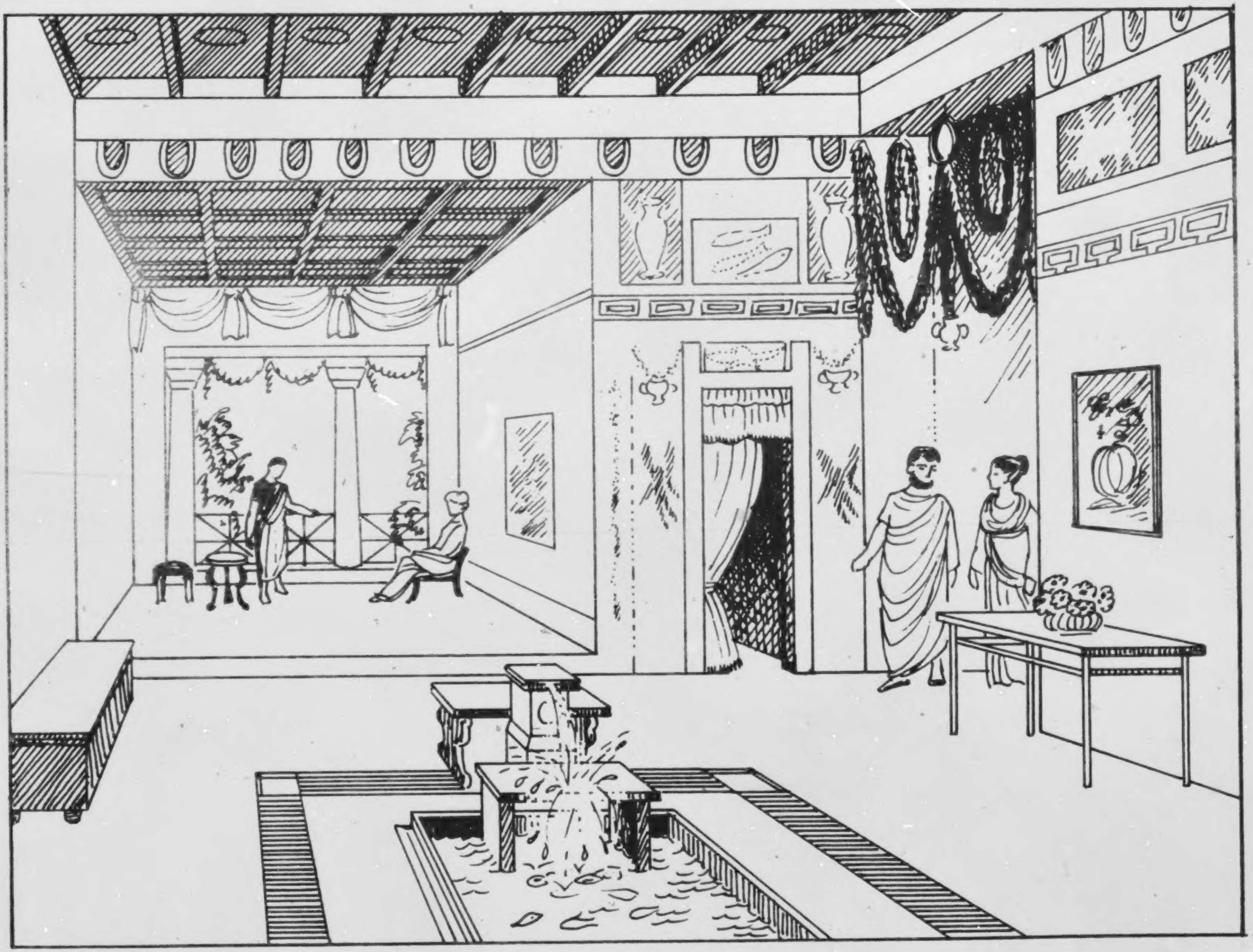
janitorial--altimeter--longitudinal

10	____	4.	Cleaning and repairing	a. how high an airpline flies.
20	____	5.	An altimeter measures	b. run from the North Pole to the South Pole.
20	____	6.	On a glove, longitudinal lines	c. are janitorial jobs.

Activity 10

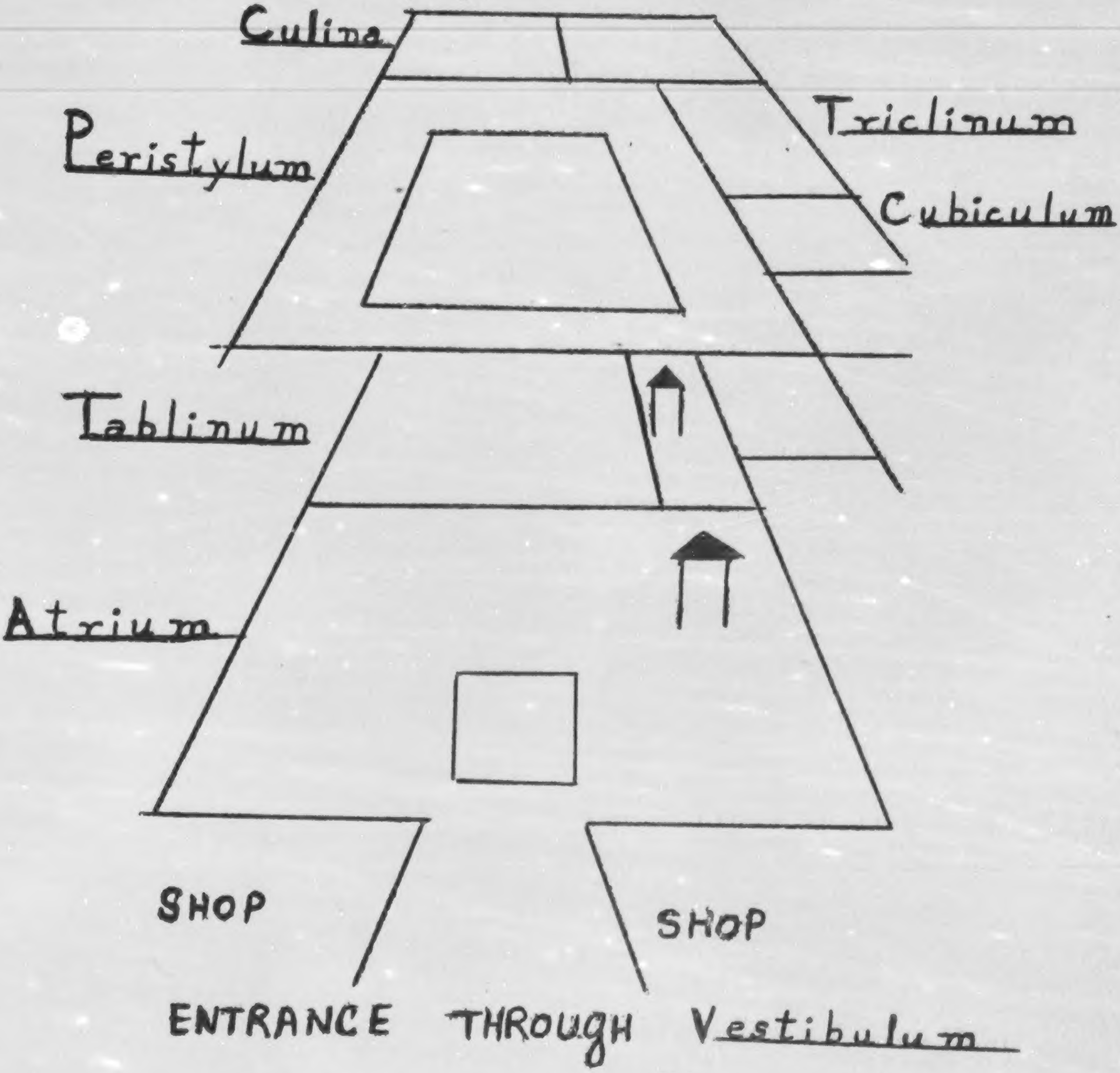
Points		Janus--magnanimous--longitude--villainous	
20	____	7. Frankenstein	a. distance east or west.
10	____	8. Janus	b. was a magnanimous man.
30	____	9. John F. Kennedy	c. is a villainous character.
10	____	10. On a globe, longitude measures	d. is a two-faced Roman god.

DOMUS



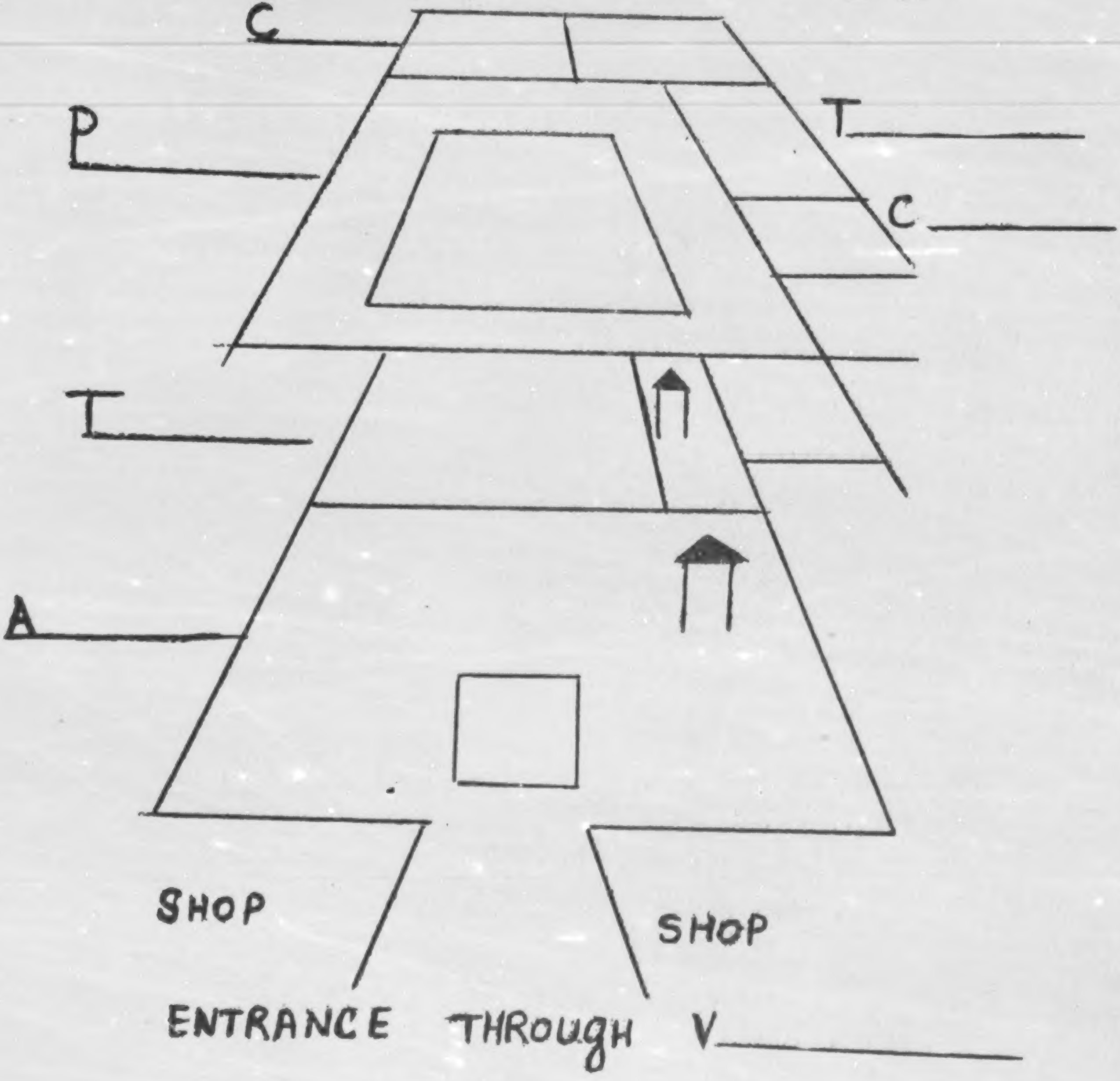
Activity 11

ROMAN HOUSE


Culina
Triclinum
Peristylum
Cubiculum
Tablinum
Atrium
SHOP
SHOP
ENTRANCE THROUGH Vestibulum

Activity 12

ROMAN HOUSE


C
P
T
C
T
A
SHOP
SHOP
ENTRANCE THROUGH V

V	I	L	L	A	R	E	F	R	I	G	E	R	A	T	O	S
R	S	T	O	V	E	O	M	U	N	I	L	B	A	T	V	E
E	R	N	G	E	R	A	L	D	R	F	O	R	D	C	H	R
E	E	V	R	O	L	E	S	U	T	R	O	H	T	M	U	V
S	T	T	S	U	V	R	E	S	A	N	G	V	O	M	L	A
K	A	S	W	A	G	E	N	E	D	O	D	G	E	U	P	L
Y	P	M	O	P	E	R	I	S	T	Y	L	U	M	I	U	T
H	C	H	R	Y	S	L	C	U	L	I	N	A	S	N	E	R
T	I	N	F	A	N	S	A	O	T	I	O	N	W	I	A	G
O	N	I	M	P	A	L	A	H	M	V	A	E	C	L	M	R
F	E	N	E	S	T	R	A	N	R	R	Q	T	M	C	M	T
I	V	E	E	I	N	E	L	A	L	L	U	N	E	I	I	P
P	B	L	E	M	O	O	R	M	R	O	A	N	S	R	U	R
A	S	R	E	T	A	M	N	O	R	N	S	G	E	T	R	W
Y	S	I	N	P	U	E	E	R	E	M	R	T	I	D	E	H
A	E	N	K	A	N	T	N	T	O	W	F	O	N	S	V	B
B	L	L	E	L	A	A	E	R	G	C	K	N	A	L	U	E
Y	E	C	U	B	I	C	U	L	U	M	R	T	Q	U	C	E
W	R	B	N	G	E	U	S	S	A	U	O	L	T	E	V	S
M	O	R	N	D	E	Q	R	I	O	L	A	T	R	I	U	M

CULINA
ATRIUM
FENESTRA
AQUA
INFANS

CUBICULUM
PERISTYLUM
IANUA
HORTUS
SERVUS
MATER

TRICLINUM
TABLINUM
VILLA
FONS
SERVA
PATER

Unit I: The Trojan Horse

Class Activities

1. Students view the captioned filmstrip, "The Trojan Horse," from the Eye Gate Kit.

2. The teacher tells the story of the "Judgment of Paris" and the story of Heinrich Schliemann's discovery of ancient Troy.

3. Students volunteer to tell the story of the Trojan Horse. A quiz on the filmstrip is given. The probatio can be either written or oral.

4. If the quiz from the previous day was a written one, the papers can be returned and discussed. The students then can select a scene from the filmstrip which they wish to illustrate. The teacher provides the drawing paper and crayons.

5. The teacher uses an overhead projector to introduce the Latin story of the Trojan Horse. The teacher reads the first five sentences aloud, then reads each sentence individually and has the students repeat. New words are explained with as little English translation as possible.

6. Student volunteers read the first five sentences aloud and tell in their own words what the story says. The teacher asks Latin questions about the sentences; e.g., "Quis est?"

7. This same procedure continues until the entire Latin story is completed.

8. Students are given copies of the story. Individual and choral reading of the story follows. The teacher continually asks Latin questions about the story.

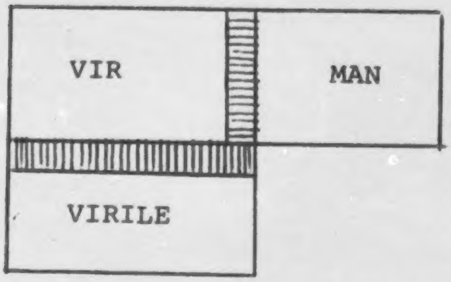
9. As students view a transparency, they give answers to the written questions.

10. A worksheet on words from the Latin story and the English derivatives is distributed. The Latin words are read aloud and the meanings are given by the students.

    English dictionaries are distributed. The ideal situation is for each student to have one; however, one dictionary per group of students is usually sufficient. Students find the English derivatives in the dictionary.

11. Review of the Latin words and their English derivatives is accomplished through the use of hinged flashcards. Large white index cards (5" x 8") are hinged with chartex in a dry mount press or with masking tape.

    Example:



On one card is the Latin word, next to it is the English meaning. Beneath the Latin word is the English derivative or derivatives. Colorful plastic stick-on letters make attractive flashcards. Each section of the card is shown as needed. A tic-tac-toe game (Appendix C) completes the unit.

Activity 3

Identify

I.

Priam ____________

Paris ____________

Menelaus ________

Helen ____________

Ulysses ___________

1. King of Sparta
2. Son of Priam
3. Most beautiful woman in all of the world
4. King of Troy
5. Very clever Greek soldier
6. Stole Helen from her husband
7. Had a face that launched a thousand ships
8. Directed the building of the Trojan Horse

II. Put a G by the name if the person is a Greek.
Put a T by the name if the person is a Trojan.

Priam __________

Paris___________

Menelaus________

Helen________________

Ulysses_______________

III. Answer the following questions:

a. What caused the Trojan war?
b. How did the Greeks defeat the Trojans?
c. What happened to Troy?
d. How long did the Trojan war last?
e. How did the spy help the Greeks?

TRANSPARENCY MODEL

TROJANUS EQUUS

PARIS ERAT TROJANUS VIR ET FILIUS PRIAMI. PRIAM ERAT REX TROJAE. MENELAUS ERAT GRAECUS VIR ET REX SPARTAE. HELENA ERAT GRAECA FEMINA ET UXOR MENELAI. HELENA ERAT PULCHERRIMA FEMINA. PARIS HELENAM FURATUS EST. PARIS ET HELENA IN TROJA HABITAVIT. MENELAUS ERAT IRATUS. MENELAUS AD TROJAM CUM MILLE NAVIBUS NAVIGAVIT. MENELAUS BELLUM GESSIT DECEM ANNOS. ULYSSES ERAT GRAECUS MILES. ERAT INGENIOSUS. ULYSSES ET MILITES GRAECI TROJANUM EQUUM AEDIFICAVERUNT. MILITES GRAECI IN EQUO ERANT. MILITES GRAECI TROJANOS MILITES VICERUNT. MILITES GRAECI TROJAM INCENDERUNT.

TRANSPARENCY MODEL

QUIS ERAT PARIS? ____________

QUIS ERAT PRIAM? ____________

QUIS ERAT REX SPARTAE? ____________

QUIS ERAT PULCHERRIMA FEMINA? ____________

QUIS HELENAM FURATUS EST? ____________

UBI PARIS ET HELENA HABITAVIT? ____________

QUIS ERAT INGENIOSUS MILES GRAECUS? ____________

QUID ULYSSES ET MILITES AEDIFICAVERUNT? ____________

QUI IN EQUO ERANT? ____________

QUI VICERUNT? ____________

English Derivatives

The following Latin words have English derivatives. How many spaces can you fill in? Use your dictionary.

LATIN WORD	MEANING	DERIVATIVE	MEANING
VIR			
EQUUS			
FEMINA			
IRATUS			
NAVIBUS			
NAVIGAVIT			
BELLUM			
MILITES			
AEDIFICAVERUNT			
INCENDERUNT			

Choose 5 of the English derivatives from the list above and use each one in a sentence. Use the back of this sheet

Class Activities

1. The introduction to the Roman soldier is given via a slide and synchronized tape presentation prepared by the teacher. Slides can be taken of Roman soldiers from the Philadelphia materials, books, bulletin boards, etc. For a twenty-minute class a presentation of approximately ten to fifteen minutes works well.

   The tape gives general information about the legionary soldier, his term of service, his role in the army, and type of equipment.

2. The slides can be shown again without the tape. More specific information can be given. This also allows students to ask additional questions.

3. Realia shown in the slide presentation are brought to class. Models of Roman soldiers and ancient siege machines are readily available at toy stores. Models of a balista and a catapult are made by Britains Ltd. Students can inspect and operate these models.

4. The teacher displays a picture of a Roman soldier to teach students Latin words that describe the soldier and his equipment: vir, miles, galea, scutum, pilum, and gladius.

   The teacher points to the picture, says each word aloud, and has the students repeat. Students respond to the questions Quis est? and Quid est? Additionally, students are asked to point out and give the Latin word for each of the areas.

5. English derivatives from vir, miles, and gladius are supplied by the students and the teacher. Derivatives that can be used are virile, military, gladiator, and gladiola. Students are expected to know the meanings of the derivatives and how to use the derivatives in sentences.

6. Flashcards similar to the ones used in the Trojan Horse Unit are employed here. Students are shown the Latin word and asked, "Quid significat Anglice?" The English words are shown and students are asked, "Quomodo dicitur Latine?" Also, students are asked to indicate the different items when the Latin words are shown.

7. The picture of the Roman soldier, the Latin words, and English derivatives are reviewed. A series of teacher-made transparencies is presented. The transparencies consist of pictures of Roman soldiers in various activities, types of legionary standards, and different officers in the Roman army. The Latin words imperator and centurion are introduced.

8. When the transparencies of the Roman soldier are shown, students are asked to come to the overhead projector and point out and name the soldier's equipment. Students can also be asked to write the Latin words on the transparencies.

9. A worksheet on the Latin words and their English derivatives is given.

10. Mimeographed materials from Ancient Civilizations: Rome by the Instructo Corporation are distributed to the students. Using these materials students construct a Roman triumphal procession. Varying degrees of projects can be undertaken. Murals, feltboard displays, bulletin boards, and individual stand-up models can be fashioned.

11. A seek-a-word puzzle (Appendix C) is distributed to the students.

Activity 9

Praenomen et Nomen________________________________

*1) Write the meanings of the Latin words in Column B
*2) Column C- put the letter of the Latin root next to its English derivative.
*3) Circle the part of the English derivative that comes from the Latin root.

A Latin Roots	B English Meaning	C English Derivatives
A) miles		imperial G2.*
B) equus		virile ________
C) vir		gladiola 3.* ________
D) scutum	shield 1.*	irate ________
E) galea		equestrian________
F) bellum		gladiator ________
G) imperator		belligerent ________
H) pilum		military ________
I) milites		
J) centurion		
K) gladius		
L) iratus		

*Examples

25 total points

Name ____________________

THE ANCIENT ROMAN TRIUMPH

In ancient Rome a triumph was the greatest honor that a Roman general could receive. The triumph was a grand, colorful procession (parade). It was held to celebrate an important military victory of a Roman general and his army.

A triumph procession was usually held in the city of Rome. On the day of the triumph thousands gathered along the route of the procession. The procession was led by a group of trumpeters who announced the approach of the triumph marchers. Next came the standard bearers, carrying long poles which held the unit emblems of the general's army. Following the standard bearers were four white oxen with horns painted gold. As part of the celebration these oxen would be sacrificed to the gods. Next came a group of enemy warriors captured by the victorious army. They would soon be executed. Following the chained warriors were carts filled with objects captured from the enemy, including weapons, statues, and other valuables made of gold and silver.

The main attraction of the triumph was the general. He rode in a golden chariot drawn by four horses. He wore a purple toga and a crown made of laurel branches.

At the end of the procession came the general's soldiers. They cheered their commander and sang songs of praise to him as they marched along.

The procession usually moved along the Via Sacra (Sacred Way) to Capitol Hill. At the Temple of Jupiter on the Capitol, the general placed a laurel branch on the lap of the statue of the god and made an offering of thanks for his victory.

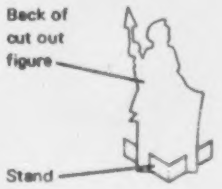
BUILDING A ROMAN TRIUMPH SCENE

Directions: Use the figures on pages 7 and 8 to make a mural or display of an ancient Roman triumph.

Materials needed: two sheets of 8½"x11" construction paper for a display, or
one sheet of paper (1⅓' x 6') for a mural; paste, scissors and crayons.

A ROMAN TRIUMPH DISPLAY

1. Paste pages 7 and 8 to construction paper or oak tag.
2. Cut out each figure. Your teacher will provide you with additional copies of these figures.
3. Use research and other pictures to color the figures as accurately as possible.
4. Attach a stand to each figure as shown below. (Stands can be found on page 8.)
5. Arrange the figures in their correct positions in the triumph procession.
6. Make background scenery, such as buildings, arches, temples, spectators, or statues.



ATTACHING STANDS TO FIGURES

1. Fold stand on dashed line.
2. Insert stand in slits at base of each figure.

A ROMAN TRIUMPH MURAL

1. On a large sheet of paper (1⅓' x 6') make background scenery for your mural.
2. Cut out each figure. Your teacher will provide you with additional copies of each of these figures.
3. Use research and other pictures to color the figures as accurately as possible.
4. Arrange the figures in their correct positions in the triumph procession. Paste the figures into place on the background scenery sheet.

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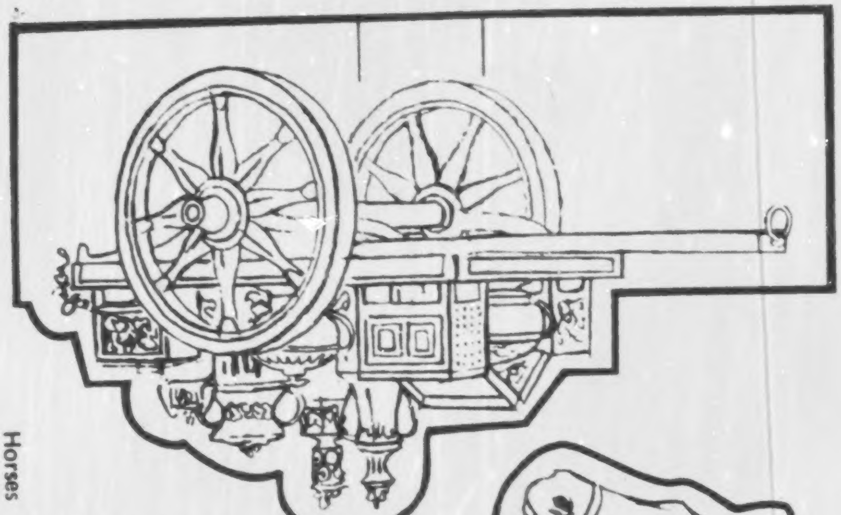
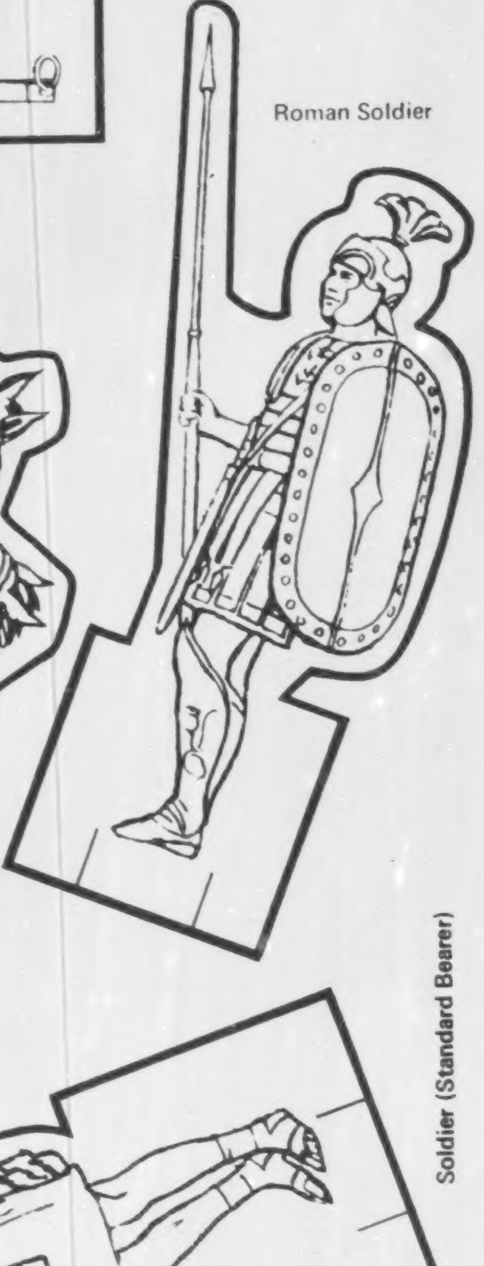
Activity 10

BUILDING A ROMAN TRIUMPH SCENE

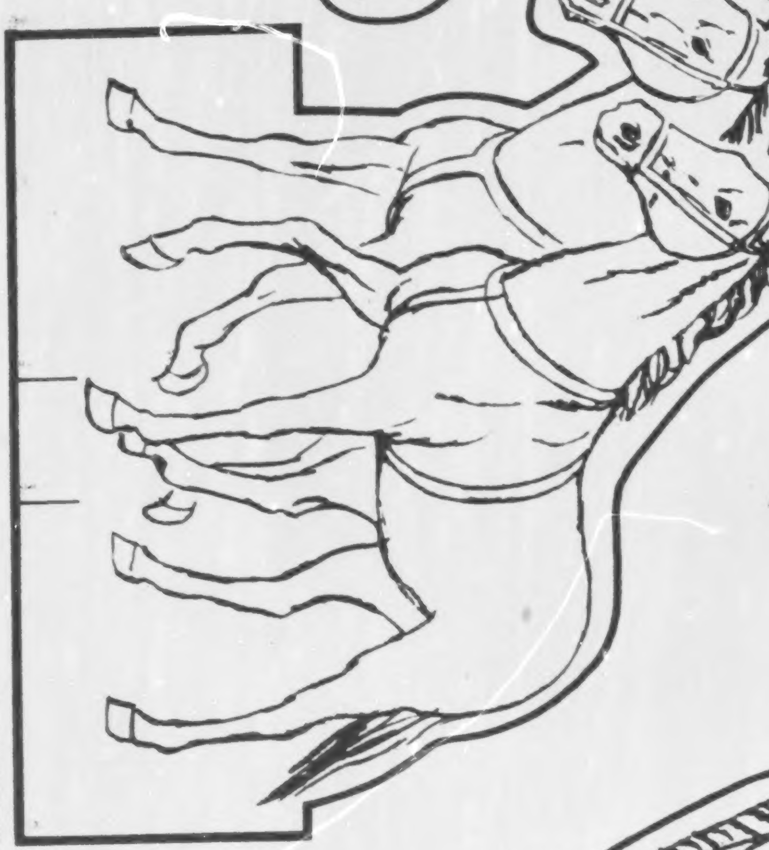
(Use with stands on page 8.)



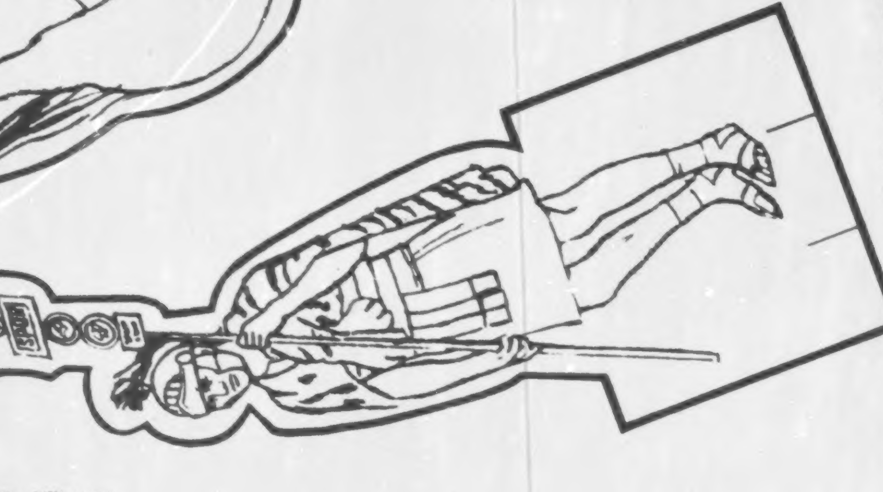
Cart with Treasure



Roman Soldier



Horses



Soldier (Standard Bearer)

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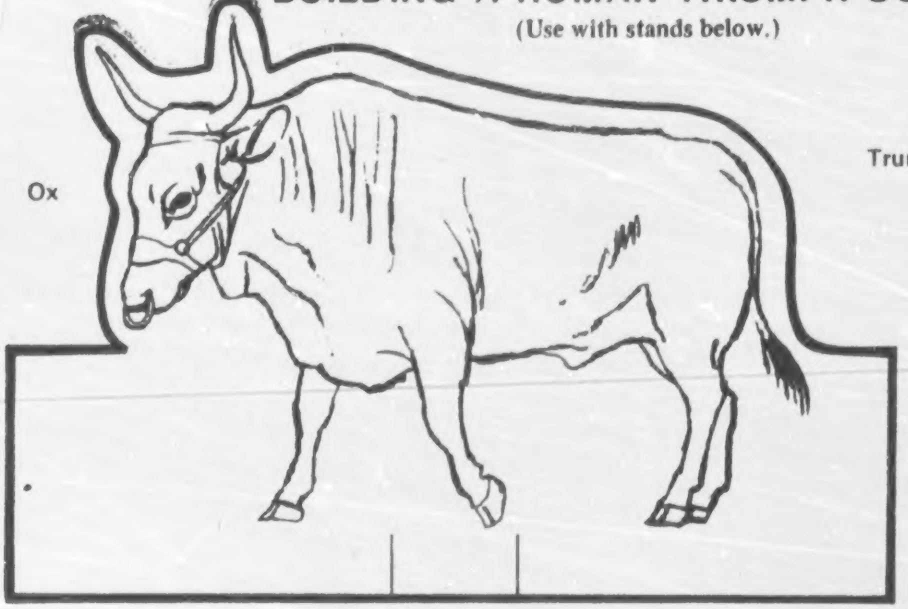
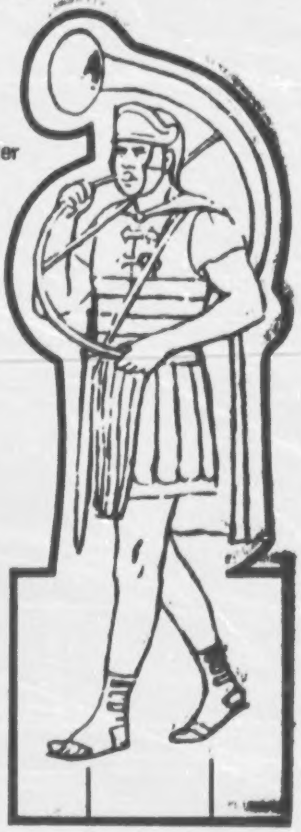
BUILDING A ROMAN TRIUMPH SCENE

(Use with stands below.)

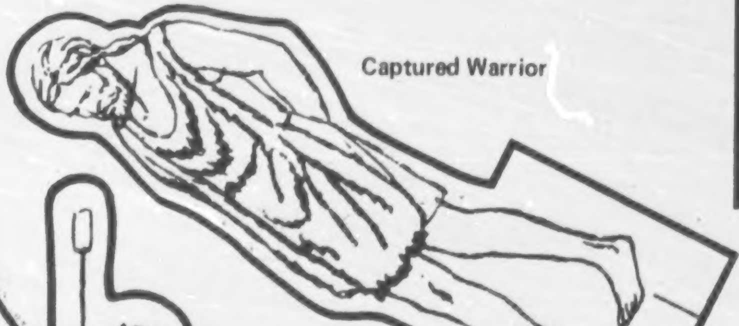
Ox



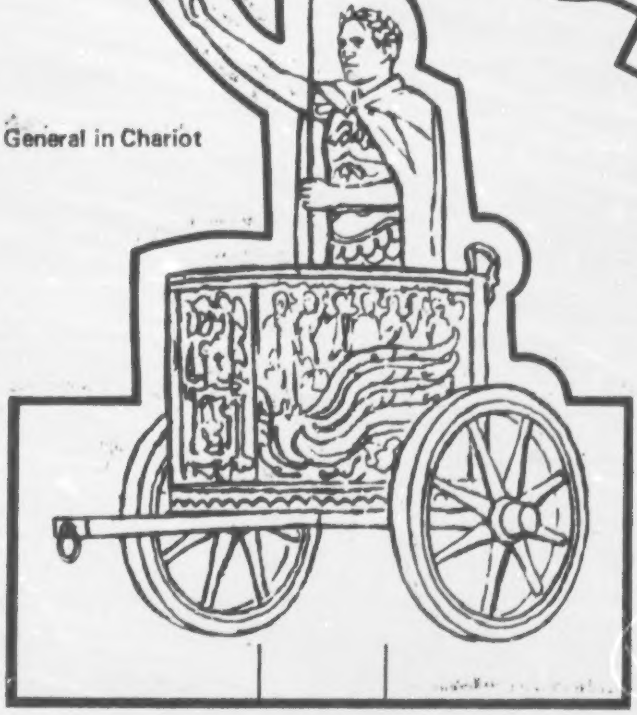
Trumpeter



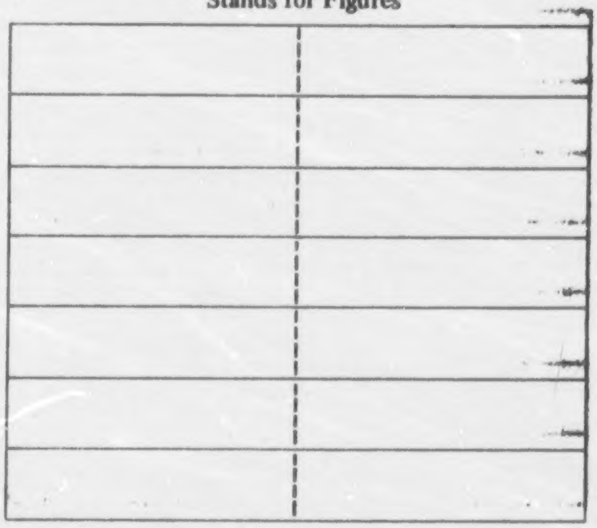
Captured Warrior



General in Chariot



Stands for Figures



Reorder No. 2114 Ancient Civilizations: Rome

[illegible]
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Activity 11

I	N	T	E	R	N	A	L	B	R	S	U	I	D	A	L	G
E	V	E	N	U	P	E	S	E	E	R	V	I	C	E	C	A
F	E	T	E	V	I	R	I	L	E	R	I	A	S	T	J	D
E	N	T	O	F	L	T	H	L	E	W	E	E	V	I	R	K
C	S	O	R	R	U	E	S	U	P	O	N	D	E	N	C	E
P	U	U	B	L	M	I	C	M	A	T	I	O	N	S	L	E
I	T	D	E	T	N	E	R	E	G	I	L	L	E	B	P	Q
R	A	E	S	E	N	T	N	O	I	R	U	T	N	E	C	U
A	R	T	I	O	N	B	U	L	L	E	T	I	N	B	O	E
A	Y	R	I	M	P	E	R	A	T	O	R	D	C	L	I	S
P	A	R	T	I	P	A	L	O	I	D	A	L	G	A	S	T
S	E	R	P	L	I	A	R	T	O	U	T	M	O	U	N	R
G	T	O	I	I	M	N	G	I	R	A	T	E	T	R	A	I
A	N	T	S	T	P	P	A	R	E	S	E	L	I	M	N	A
L	C	A	Y	E	E	W	I	T	H	O	V	E	P	U	L	N
E	A	I	Y	S	R	S	S	N	O	T	E	B	O	T	O	K
A	C	D	O	V	I	E	U	R	C	O	L	O	R	U	A	D
H	E	A	S	I	A	V	U	E	A	C	E	T	A	C	T	E
S	E	L	A	L	L	L	Q	A	M	I	N	R	U	S	B	B
E	R	G	C	E	M	E	E	M	I	L	I	T	A	R	Y	N

miles
milites
vir
military
irate
gladiola

bellum
centurion
gladius
virile
gladiator
imperial

iratus
imperator
pilum
belligerent
equestrian

equus
galea
scutum

Unit K: Mythology (Gods and Goddesses)

Class Activities

1. A more detailed study of ancient mythology is presented to the students. The definition of a myth is given as is the explanation of the difference between god, hero, and man.

2. The transparency from Ancient Civilizations: Greece by the Instructo Corporation is shown to the students. The pictures and Greek names of the following gods and goddesses are on this transparency:

   Zeus
   Hermes
   Hephaestus
   Ares
   Apollo
   Athena
   Poseidon
   Demeter

   The transparency is projected with the Greek names covered with masking tape. Some students will be able to recognize some of the gods and goddesses.

3. The teacher removes the tape revealing the Greek name of the god or goddess and gives the corresponding Roman name and the deity's function and symbol. Students take notes on this information.

4. The following items are discussed:

   Zeus' rise to power;
   The kidnapping of Demeter's daughter;
   The use of Mercury as a symbol
   for FTD florists, a car
   manufacturer, a planet,
   and a chemical;
   The origin of the words volcano
   and cereal;
   The story of how Athens received
   its name.

5. The masking tape can be replaced on the transparency and students can be asked to identify each deity and give pertinent information.

6. Hinged flashcards with the Greek name of the deity on one side and the Roman name on the other are used for review. A game of tic-tac-toe (Appendix C) is an enjoyable exercise.

7. Transparencies of gods and goddesses are made from the Minnesota Visuals and shown to students. Some of the transparencies will duplicate the deities previously studied. The duplicates have the names concealed with masking tape and students are asked to identify these gods and goddesses. Introduced in the same manner as above are the new gods and goddesses:

   Hera/Juno
   Artemis/Diana
   Aphrodite/Venus
   Dionysus/Bacchus
   Vesta
   Pluto

8. Review of the deities is conducted via the transparencies and hinged flashcards. Students are asked to give Greek and Roman names, symbols, and English derivatives. A seek-a-word puzzle (Appendix C) is distributed to the students asking them to find the names of the gods and goddesses.

9. Using mimeographed material from *Ancient Civilizations: Greece* by the Instructo Corporation, students make booklets of the gods and goddesses.

10. A "learning center" (10' x 30") constructed of Kraft paper is placed on the blackboard with magnets. Pictures of scenes from myths previously studied occupy one half of the "center."

The other half of the "center" is filled with pictures of eight gods and goddesses (copies of the transparencies from the Minnesota materials that have been colored and laminated). The pictures are kept few in number to avoid students becoming bored. The deities chosen are Jupiter, Juno, Ceres, Diana, Mars, Bacchus, Vulcanus, and Apollo.

11. The teacher points to each picture and asks students, "Quis est?" The students respond, "Est Jupiter.", etc. The teacher then indicates each picture again and asks, "Estne ____________?" Ita or minime is the appropriate response.

12. Glue-on picture hanger hooks are placed beneath each picture. Three sets of cards with holes punched in the center top are made by the teacher. The first set has the Greek names of the gods and goddesses; students are asked to say the name and then place the card under the appropriate picture. The second set has each deity's function; e.g., goddess of grain. Cards are also placed under appropriate pictures. The third set of cards comprises the deities' functions in Latin.

13. After the first two sets of cards have been placed on the "center" and students have responded correctly to the questions, "Quis est?" and "Estne____________?", the teaching of the Latin phrases can begin. The phrases are:

Jupiter -----------rex deorum
Juno --------------regina deorum
Diana -------------dea lunae et venationis
Ceres--------------dea frumenti
Apollo ------------deus solis et musicae
Mars --------------deus belli
Bacchus------------deus vini
Vulcanus-----------deus ignis

The teacher points to each picture, says the Latin phrase several times, and asks the students to repeat chorally and individually. The card with the phrase printed on it is then shown to the students, and they repeat the phrase. The card is then placed under the appropriate picture. This process is repeated until all eight phrases are introduced. Students are then asked to respond to the question, "Quis est Jupiter?", etc. The response should be a full sentence; e.g., "Jupiter est rex deorum."

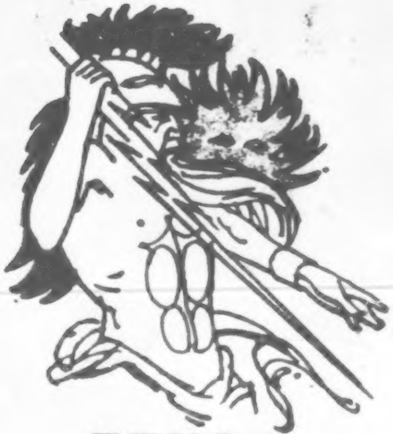
14. As a review all three sets of cards can be put on the "learning center" by the students.

15. Three games (or more) are distributed to the students; two are concentration games (Appendix C). In the first game, students are asked to match the Greek names of the gods and goddesses with the Roman names. In the second game cards with the Greek and Roman names are matched with the deities' functions which are printed in English. In a variation of the second game cards with the Greek and Roman names are matched with the deities functions which are printed in Latin. Sets can be traded as each one is mastered.

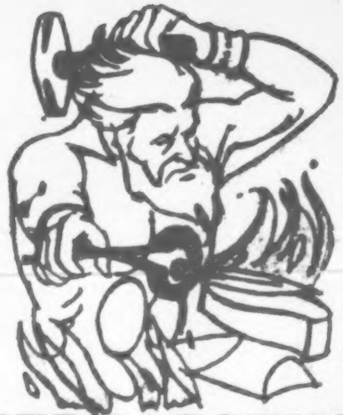
    A tic-tac-toe game (Appendix C) is distributed to a separate group of students.

    Two teams are selected. One student asks questions which are supplied to him printed on index cards. Three categories of questions are prepared: symbols (the student must tell the symbol of each god and goddess; "Quis est ____________? (The student must supply the correct Latin response); and, Greek and Roman names (The student must give the Greek and Roman names for each god and goddess).

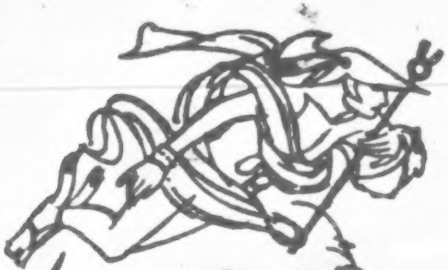
Ancient Greek Gods and Goddesses



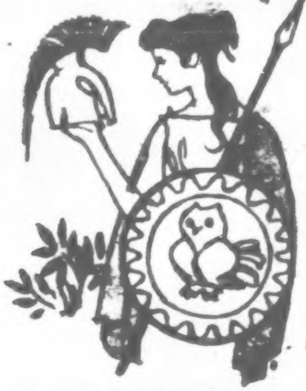
ZEUS



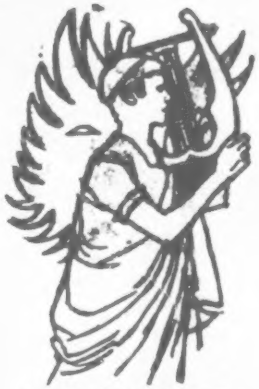
HEPHAESTUS



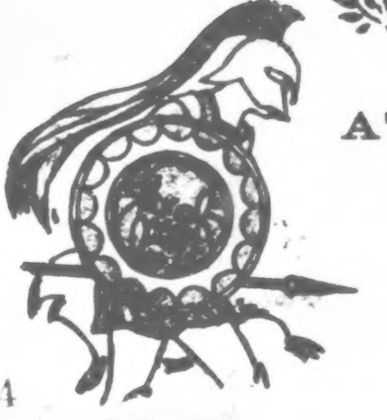
HERMES



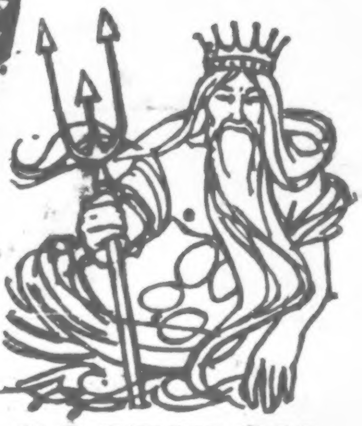
ATHENA



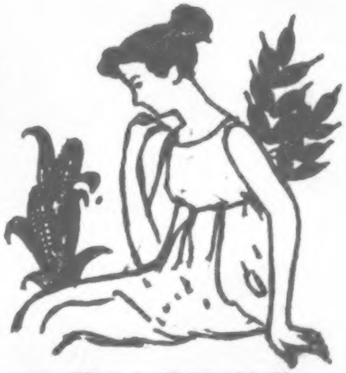
APOLLO



ARES



POSEIDON



DEMETER

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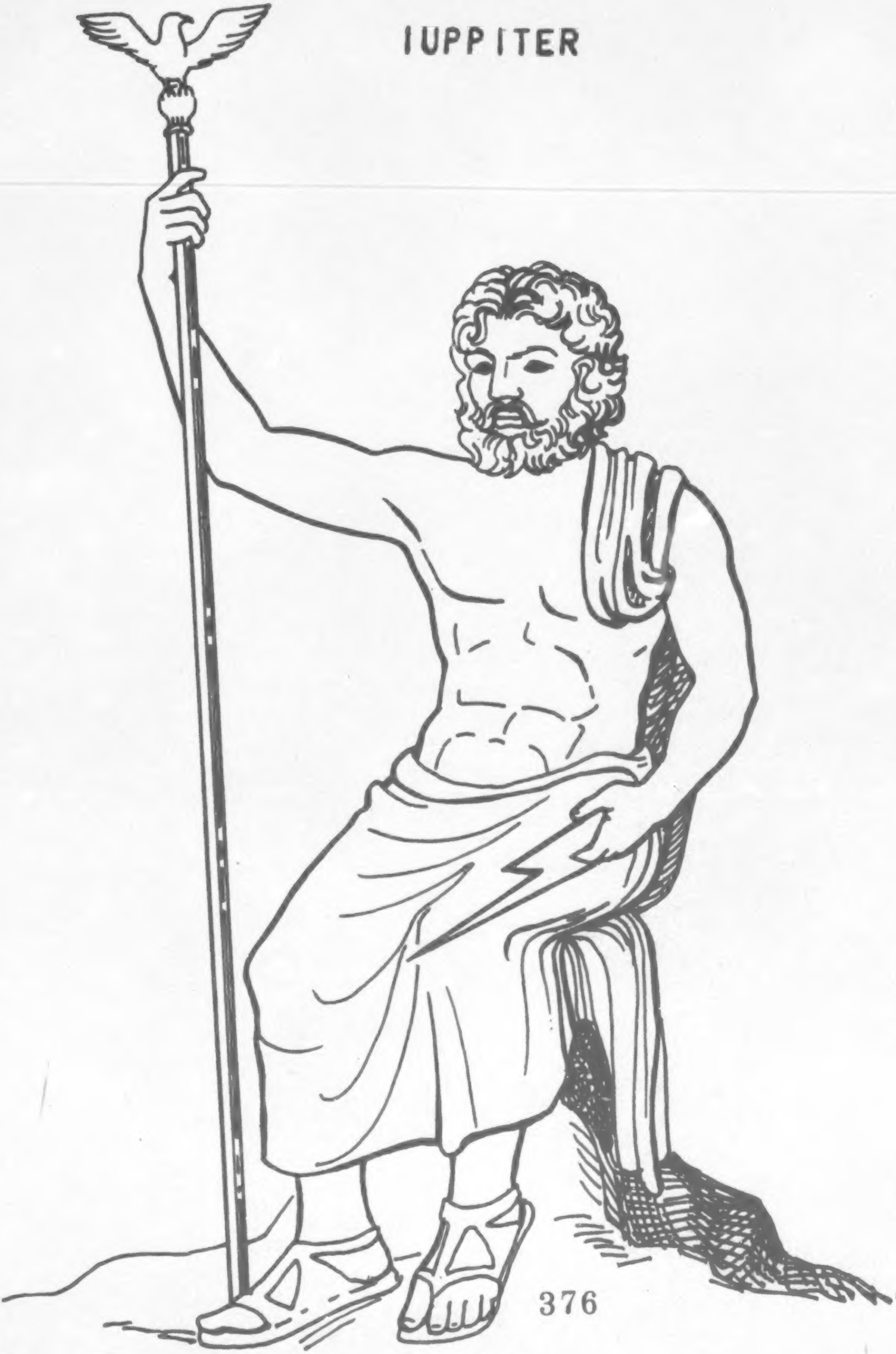
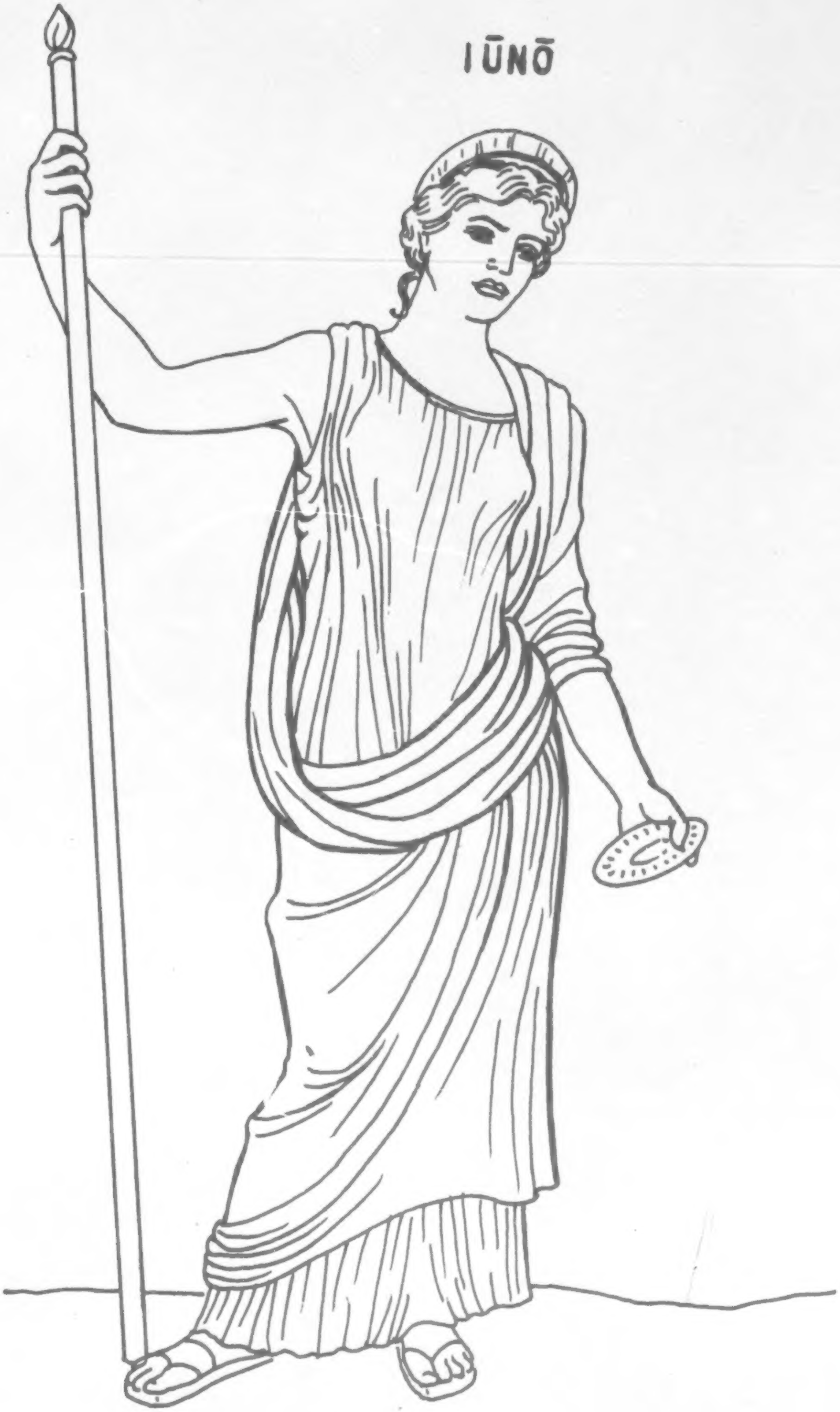
IUPPITER

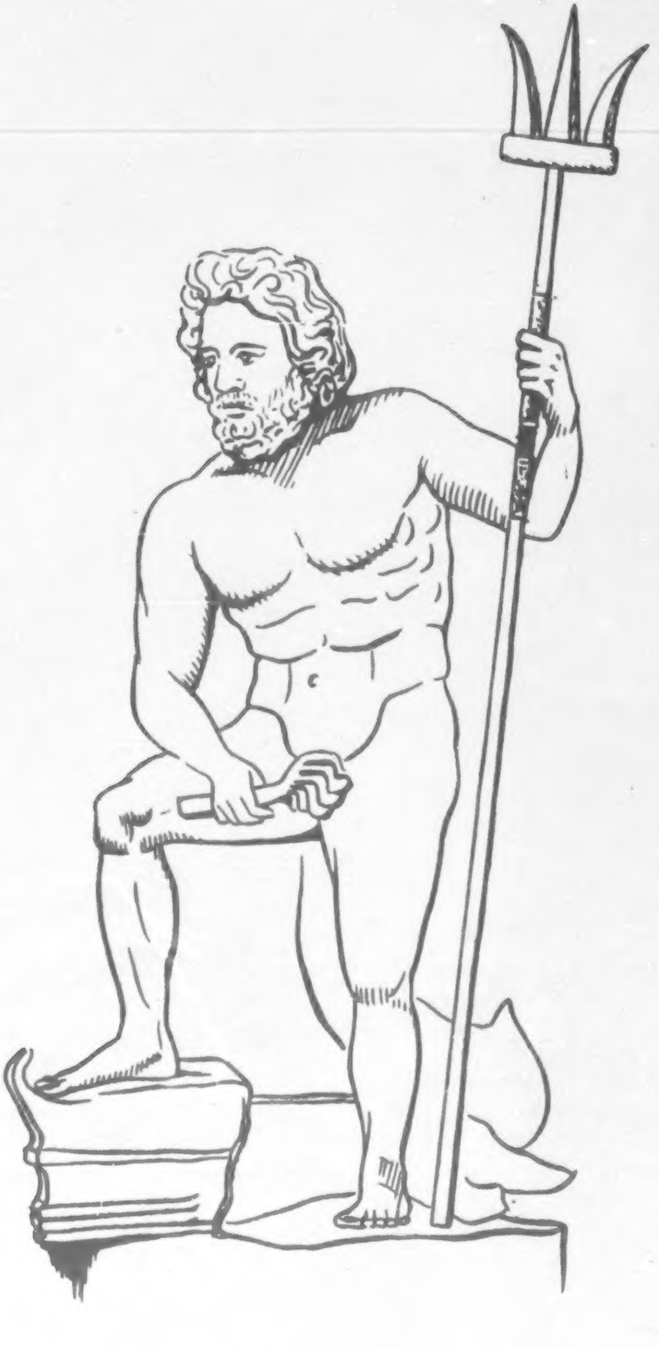


IŪNŌ

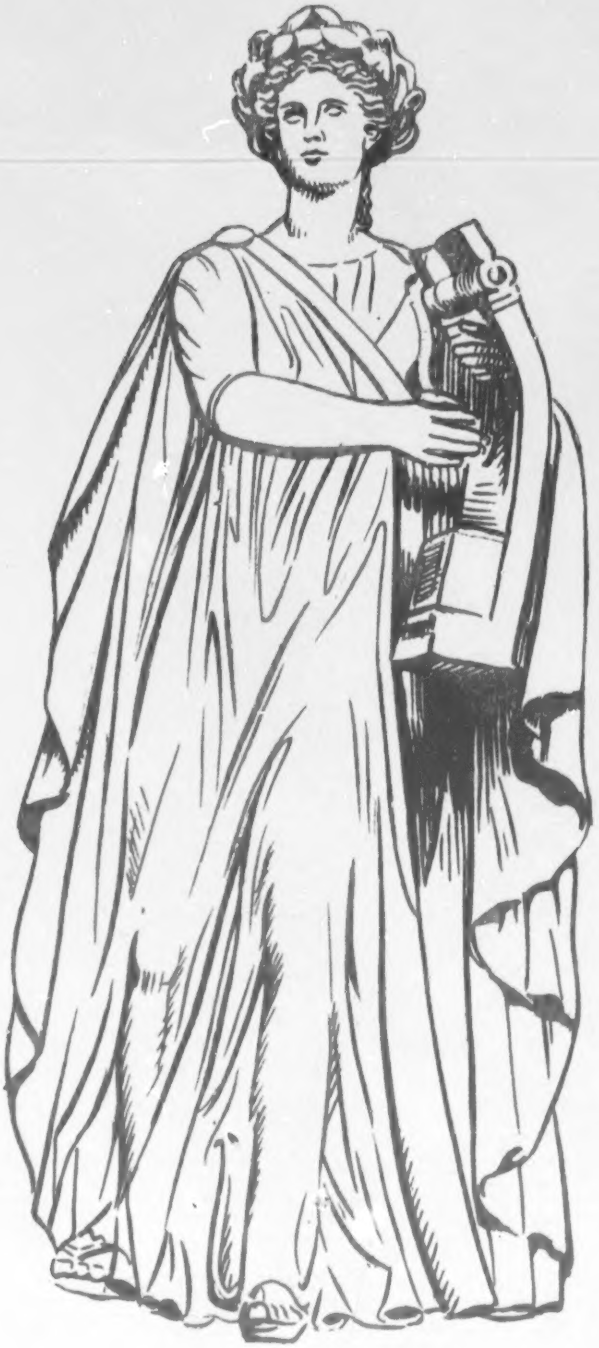


GH II

NEPTŪNUS

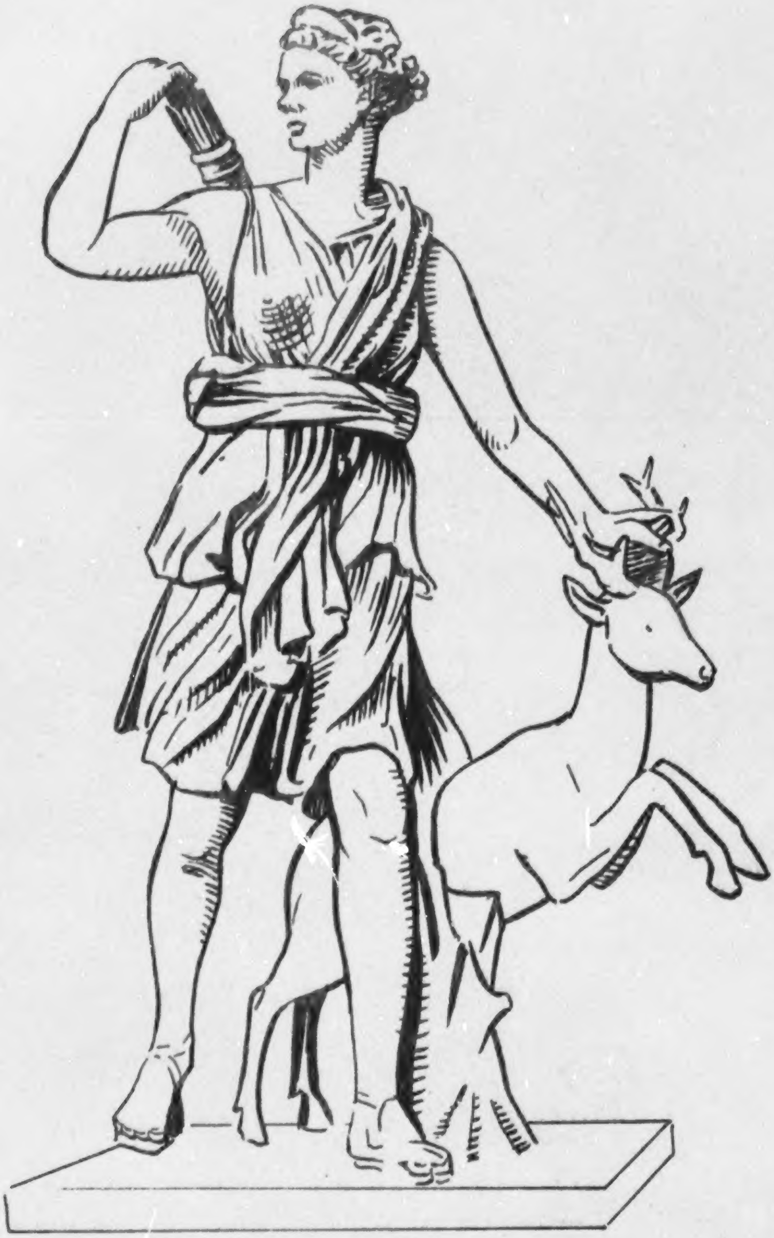


APOLLŌ

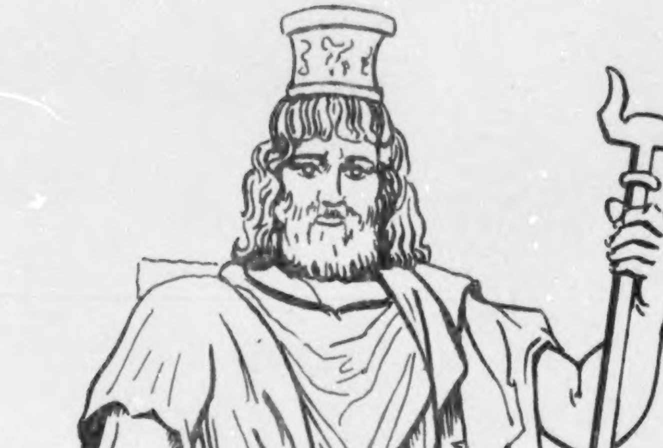


Activity 7

DIĀNA

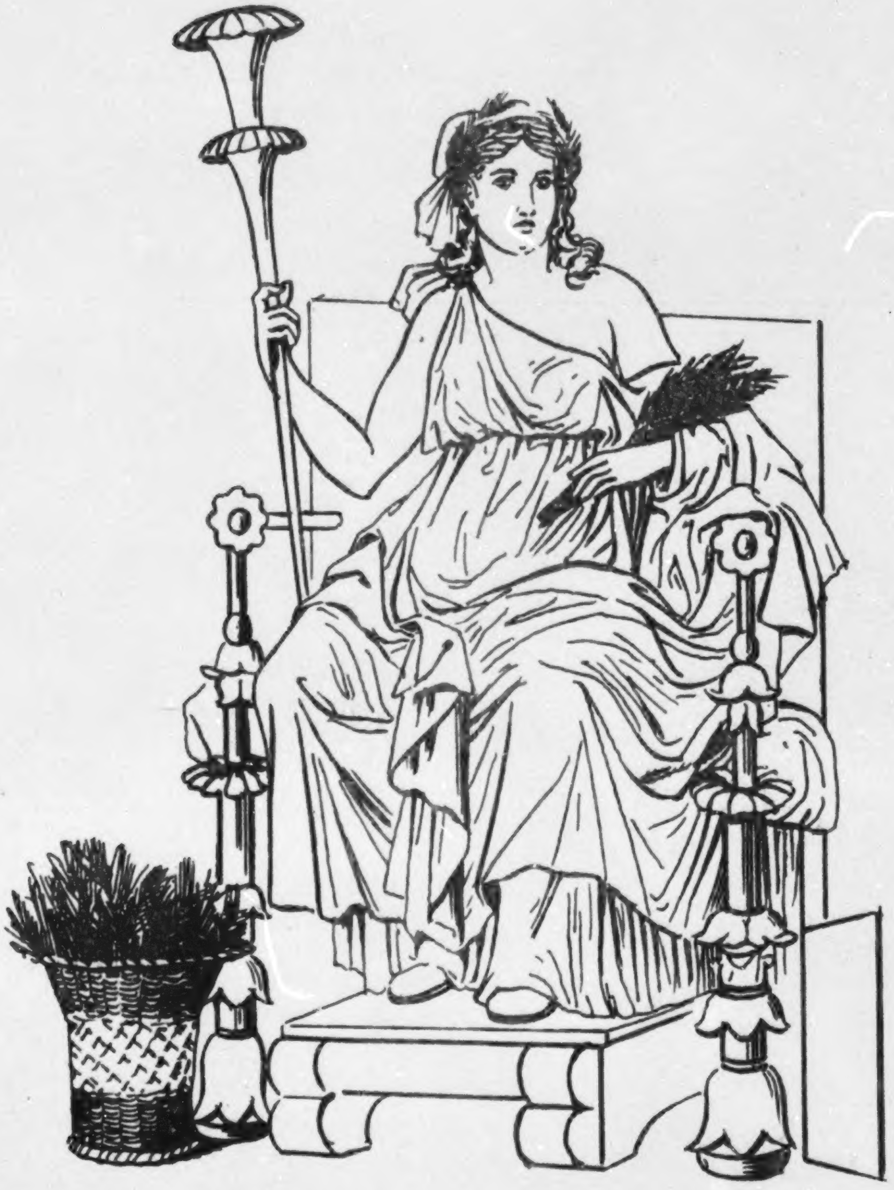


PLŪTŌ



Activity 7

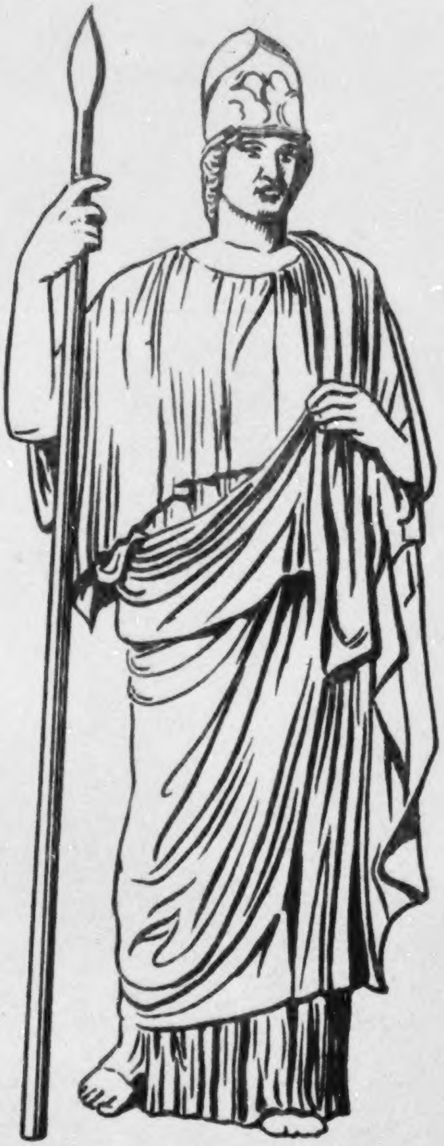
CERĒS



GH VII

Activity 7

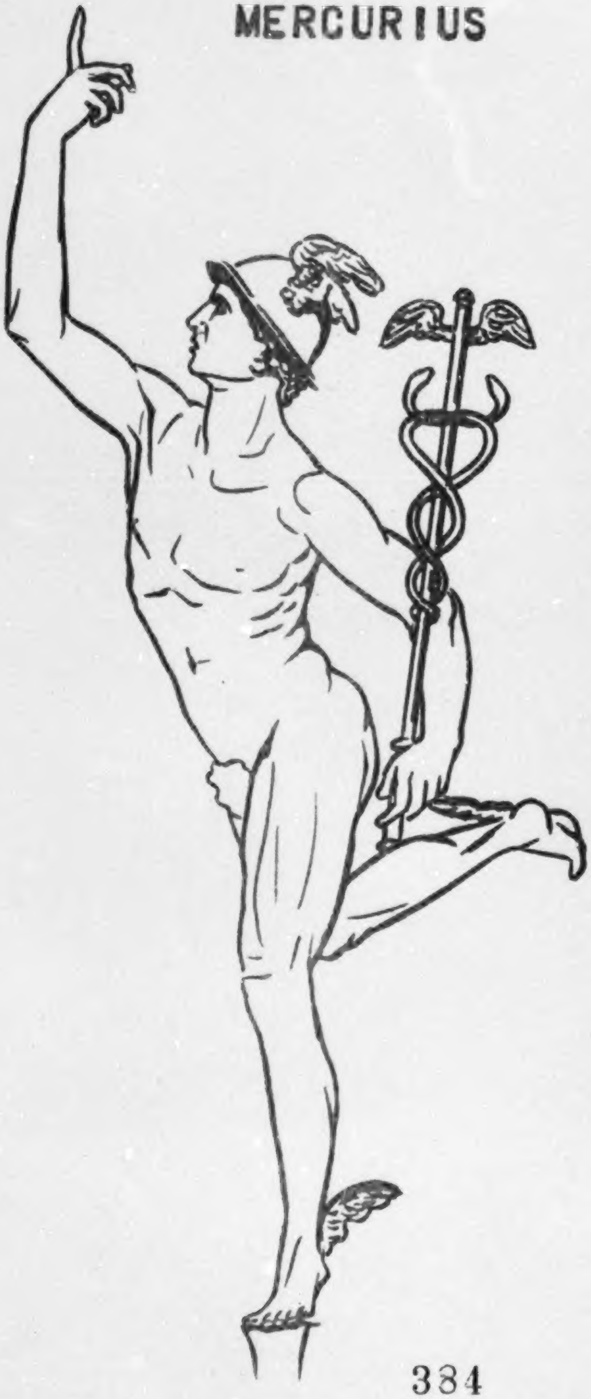
MINERVA



383

Activity 7

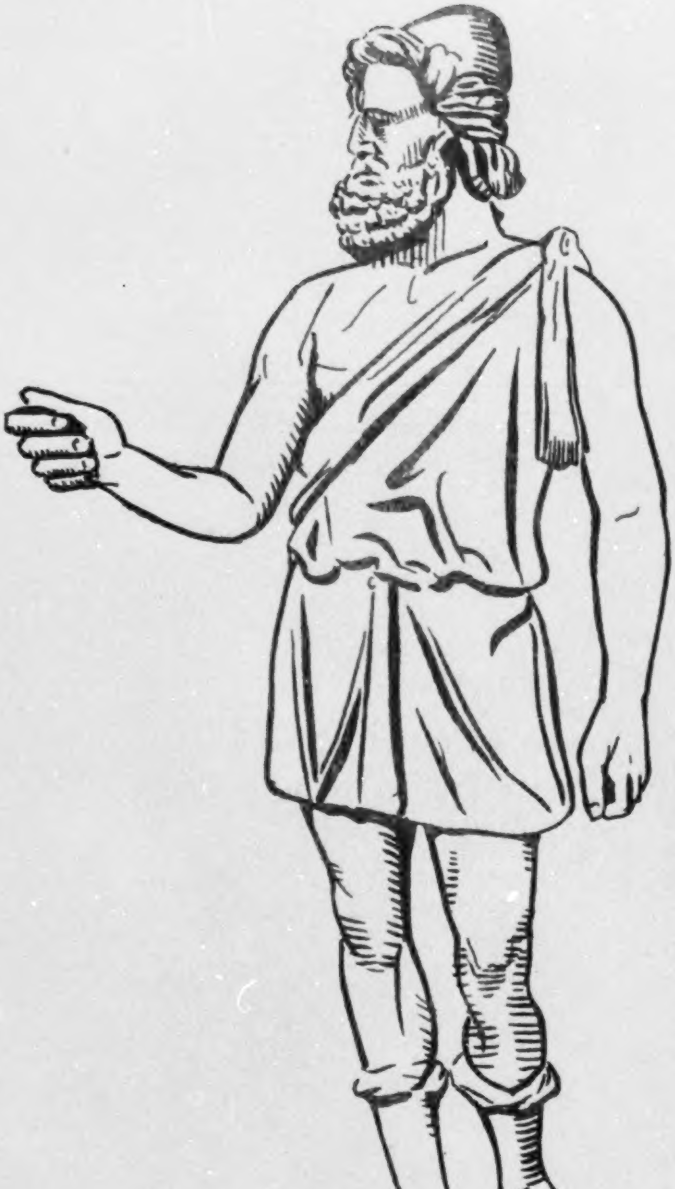
MERCURIUS



GH IX

Activity 7

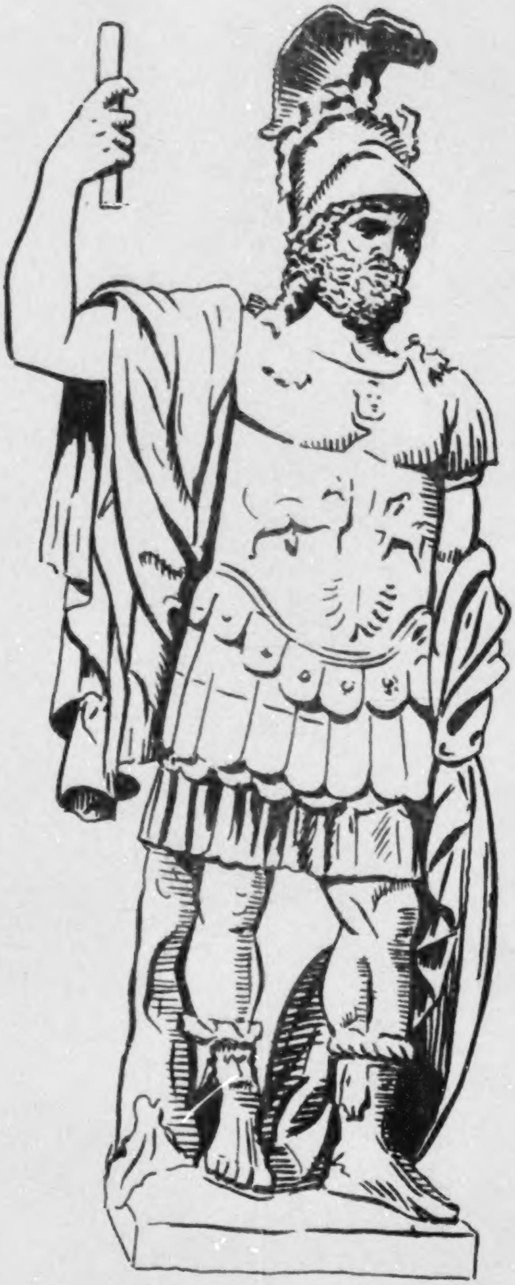
VULCĀNUS



GH X

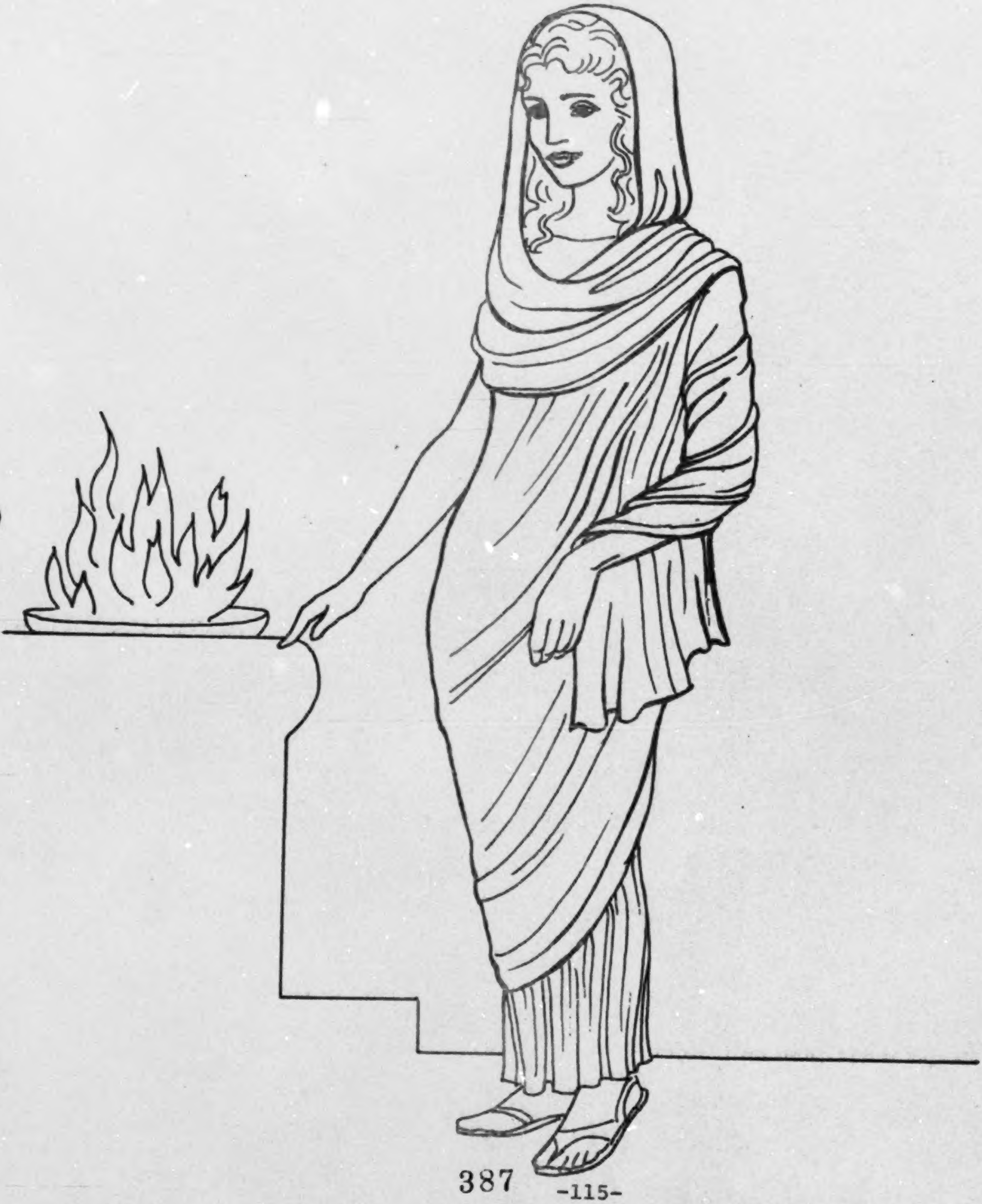
Activity 7

MARS

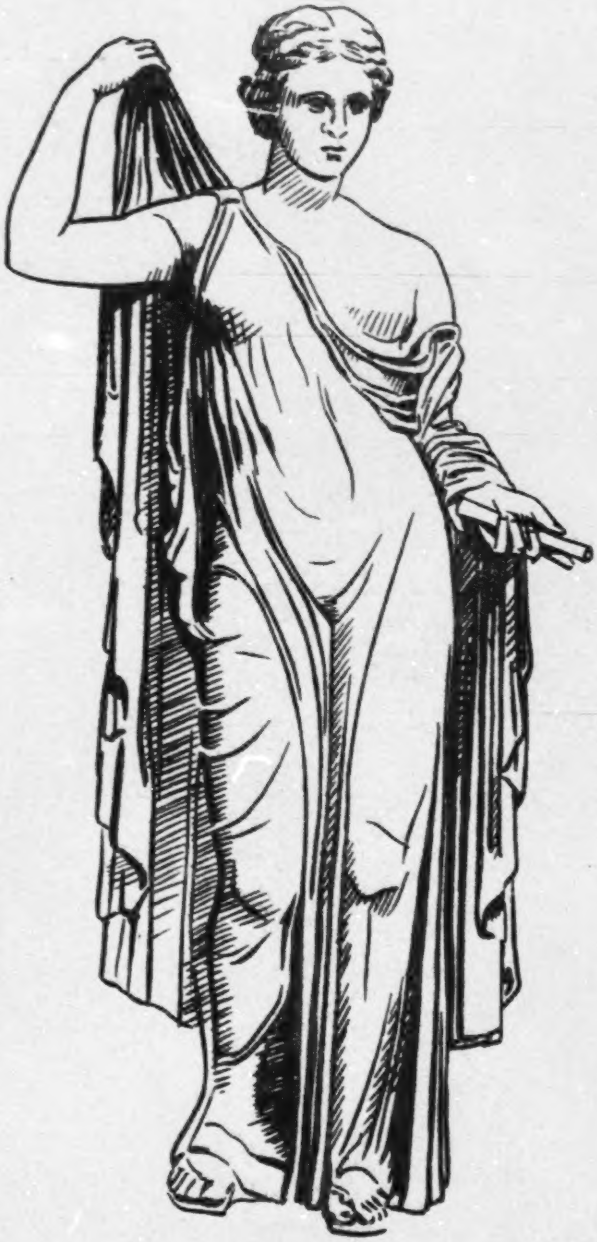


Activity 7

VESTA



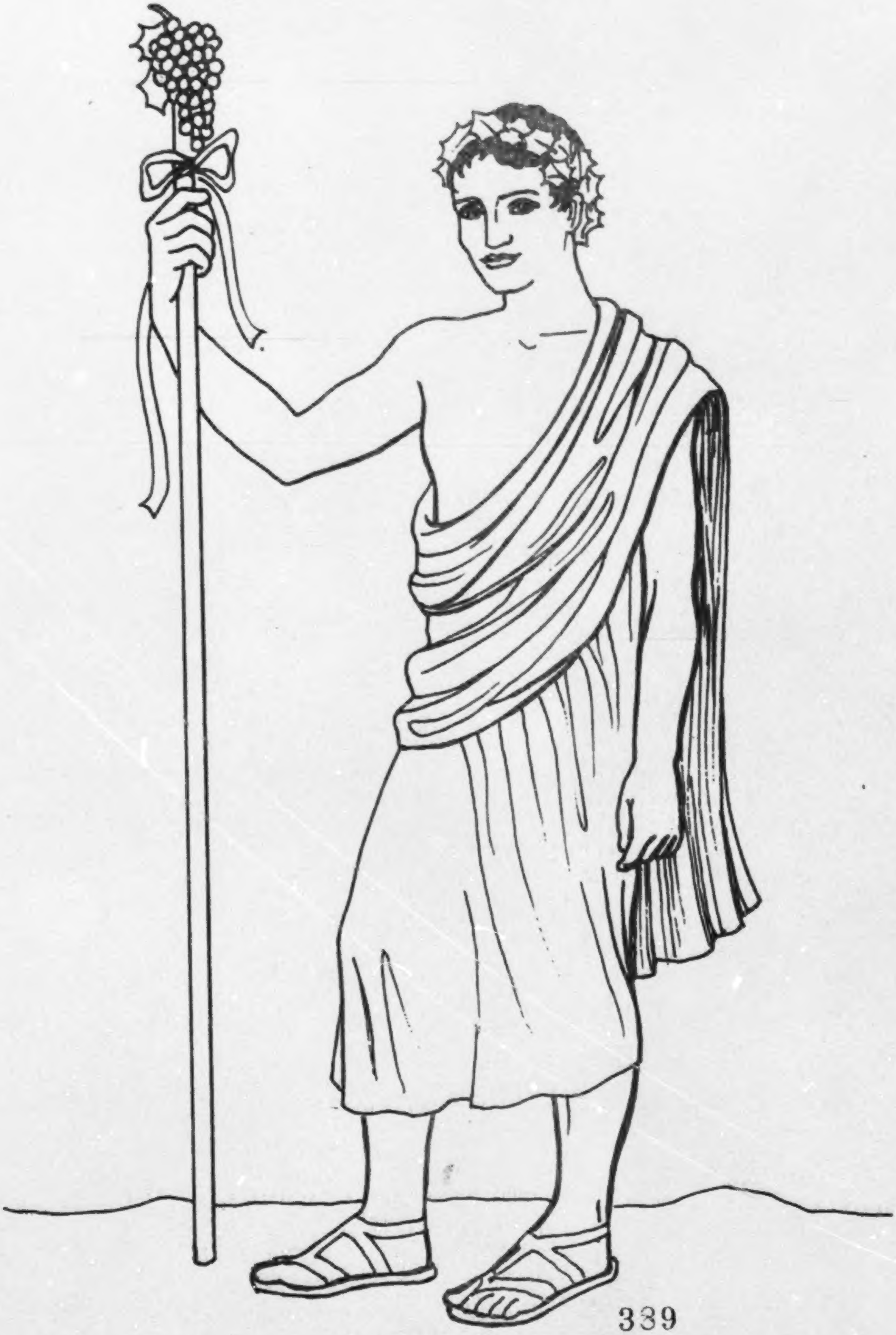
VENUS



388

Activity 7

BACCHUS



GH XIV

339

Activity 8

Praenomen et Nomen ____________________

Give both the Greek and Roman names for these gods and goddesses:

king of the gods ____________ ____________

goddess of war ____________ ____________

god of the sun ____________ ____________

god of fire ____________ ____________

god of war ____________ ____________

goddess of grain ____________ ____________

god of the sea ____________ ____________

messenger god ____________ ____________

Give the Roman names of these gods and goddesses:

god of wine ____________

goddess of the moon ____________

goddess of the hearth ____________

queen of the gods ____________

Now find these names in the puzzle!!

Activity 8

Z	E	U	S	C	S	Y	R	A	T	N	E	M	E	L	E	C
N	O	N	R	E	V	T	M	A	T	S	E	V	L	O	O	E
H	C	B	S	Y	E	N	U	T	P	E	N	R	A	T	N	R
E	M	A	E	L	E	Y	A	S	M	A	R	V	S	M	A	E
I	L	C	H	E	R	M	E	S	L	I	W	U	Y	E	L	S
N	R	C	I	K	C	M	D	L	E	I	T	L	F	R	A	G
T	E	H	L	E	V	E	S	O	O	S	R	C	Y	D	D	R
E	T	U	T	R	E	V	O	M	E	O	N	A	T	R	E	E
B	E	S	R	E	M	H	E	A	G	D	I	N	L	O	O	T
C	M	N	I	V	I	L	H	R	A	C	N	A	O	M	U	I
R	E	T	Y	R	N	P	R	S	A	H	N	L	O	N	C	P
N	D	I	L	M	E	A	H	S	A	R	B	A	E	N	U	U
I	A	P	S	H	R	A	M	E	O	A	H	T	N	I	L	J
K	N	A	R	F	V	N	I	R	N	Y	M	A	J	N	E	B
N	O	S	R	E	A	F	F	A	R	E	J	S	A	M	O	H
T	N	O	T	N	G	N	I	U	I	H	S	A	W	E	G	R
O	E	G	E	R	E	D	C	W	O	H	N	E	S	I	E	D
I	V	H	A	D	T	R	H	G	O	L	L	O	P	A	I	W
D	T	Y	D	E	E	N	N	E	K	D	L	A	R	E	G	Z
A	T	I	F	M	P	O	S	E	I	D	O	N	N	H	O	J

Activity 9

THUMBNAIL SKETCHES OF GREEK GODS AND GODDESSES

1. Cut out the picture of each Greek god or goddess and paste it in its proper place. The picture of each god can be found on page 15 or 16.
2. Use texts and reference books to write a "thumbnail sketch," or short biography of each Greek god and goddess.
3. After completing the work above, make a booklet. Cut along heavy outer line of booklet pages as indicated. Fold along dotted line in center of each page. Paste the back of booklet page 2 to the back of booklet page 3. Design a suitable, colorful cover for your booklet.

Paste picture here.

KING OF THE GODS

ZEUS

Zeus was king of the gods. Zeus, who ruled from Mount Olympus, was called "Lord of the Sky" and "Cloud Gatherer". He used his thunderbolts to punish humans and other gods who acted against his wishes.

Paste picture here.

GOD OF THE SEA

POSEIDON

Poseidon was the powerful god of the sea and earthquakes. He ruled over oceans, rivers, and lakes. Poseidon used his scepter (a trident) to rake up storms.

Booklet Page 1

Paste picture here.

GODDESS OF WISDOM

ATHENA

Athena was Zeus's favorite daughter. Athena was a war goddess; she was also the goddess of wisdom. She helped to maintain law, order, and peace. Athena was the patron goddess of Athens (the city honored Athena by adopting her name). The Parthenon was her temple. Her sacred owl remains a symbol of wisdom.

Paste picture here.

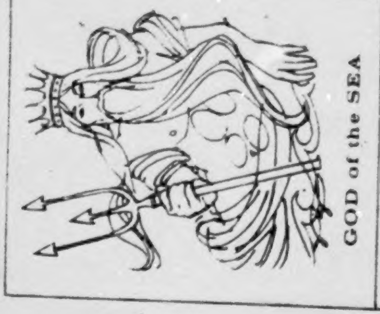
GOD OF WAR

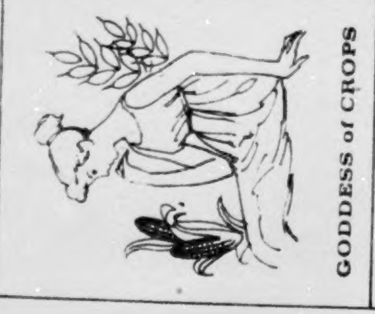
ARES

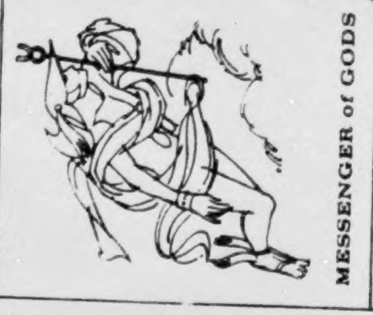
Ares was the god of war. This cowardly bully was not popular with the other Olympian gods. Ares was symbolized by the bloodthirsty vulture.

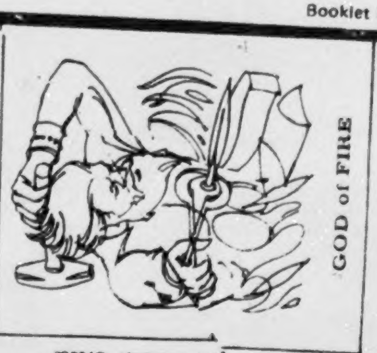
Booklet Page 2

CUT ALONG THIS LINE


GOD of the SEA


GODDESS of CROPS


MESSENGER of GODS


GOD of FIRE

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THUMBNAIL SKETCHES (CONTINUED)

Paste picture here.

GODDESS OF CROPS

DEMETER

Demeter was the goddess of the crops and protectress of the family. Hades, god of the underworld, kidnapped her daughter, Persephone. Demeter allowed famine to spread across the earth until Hades promised to return Persephone for two-thirds of every year.

Paste picture here.

MESSENGER OF GODS

HERMES

Hermes was the messenger of the gods. He led the souls of the dead to the underworld. He was the patron god of merchants, thieves, and mischief-makers. He created the sports of boxing and racing.

Booklet Page 3

Paste picture here.

GOD OF THE SUN

APOLLO

Apollo was one of the most important of the Olympian gods. He was god of the sun, arts, and truth. He entertained the gods with his lyre. He gave advice to worshippers through the oracle of Delphi.

Paste picture here.

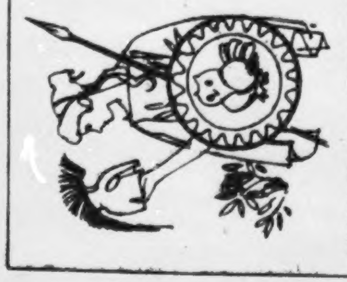
GOD OF FIRE

HEPHAESTUS

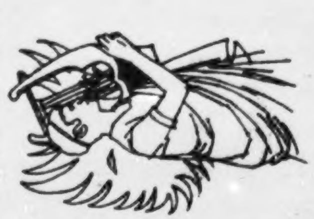
Hephaestus was the god of fire; he was an armorer, blacksmith, and workman for the gods of Mount Olympus. His workshop was believed to be beneath volcanic Mount Etna in Sicily.

Booklet Page 4

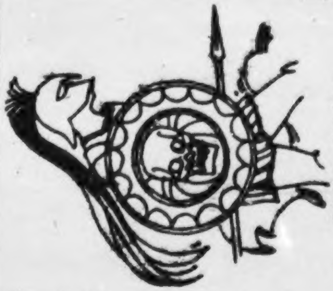
CUT ALONG THIS LINE



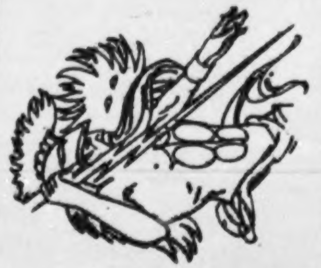
GODDESS of WISDOM



GOD of the SUN



GOD of WAR



KING of the GODS

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Reorder No. 2113 Ancient Civilizations: Greece

APPENDICES

AND

RESOURCE MATERIALS

Appendix A: Latin Conversation in the Classroom

Latin is used as much as possible in the classroom. Latin questions, responses, and directions are taught via audio-lingual techniques. Examples are as follows:

Quid agis hodie?)
Quid agitis hodie?) How are you today?

Satis bene. Gratias. Et tu?
Fine. Thank you. And you?

Capite stylum aut graphium et chartam.
Take out a pen or pencil and a sheet of paper.

Scribite praenomen et nomen.
Write your name.

Respondete magna cum voce.
Answer loudly.

Pingite picturas.
Draw the pictures.

Omnes discipulos nominatim vocabo. Respondete adsum.
I will call the roll. Answer, I am here.

Claude ianuam si tibi placet.
Close the door please.

Aperi fenestram, si tibi placet.
Open the window please.

Quid significat Anglice?
What does [this] mean in English?

Quomodo dicitur Latine?
How do you say it in Latin?

Tacete.
Quiet.

Appendix B: Student Progress and the " Report Card"

Students names are listed on a chart in the classroom. Their progress is reported using multi-colored stars or dots. Each color represents a grade; e.g., gold is for excellent work, green for satisfactory work, and blue for unsatisfactory work.

Each grading period the students receive a Latin "report card" (adapted from the Minnesota Pilot Project Visuals). The "grades" are as follows:

OPTIME QUIDEM	Excellent work
OPTIME	Very good work
BENE QUIDEM	Good work
BENE, SED DILIGENTIOR ESSE POTEST	Good work, but the student can work harder

MAGISTRA NUNTIAT:

NOMEN________________________________

LABORAVIT

OPTIME QUIDEM

OPTIME

BENE QUIDEM

BENE, SED
DILIGENTIOR ESSE
POTEST

"REPORT" CARD

WILLIAM RAMSAY ELEMENTARY SCHOOL
Alexandria, Virginia
November 6, 1973

Salvete Parentes

This letter and your child's Latin report card is being given to you by your child's homeroom teacher. The Latin report card is the same as the one which was used lat year.

Optime quidem -------Excellent work
Optime ----------Very good work
Bene Quidem ---------Good work
Bene, sed diligentior esse potest ---------Good work, but your child can do better

The checklist provided below will indicate those areas in which your child can improve.

________ Completion of classwork in the time allowed

________ Attention in class

________ Recognition of need for help and willingness to ask for it.

________ Organization and neatness in written work

________ Accuracy in work

________ Consistent effort

________ Fewer absences

________ Improvement in attitude and behavior

I will be in my classroom - Room 18-Tuesday afternoon 1-3:30 P.M. November 6 and Wednesday evening 6-8:30 P.M. November 7. Please stop by and discuss your child's progress in Latin

Please sign this sheet and have your child return it to me.

Sincerely,

Miss Meg Conley, Teacher
Latin Pilot Program

Student____________________

Parent Signature____________

Comments-

Appendix C: Games

1. Fishing Box

Any cardboard box converd with attractive paper and pictures will serve well. A fishing pole is constructed from a heavy cardboard tube and string. A large magnet is attached to the string. In the box are cards with English derivatives printed on them. Heavy paper clips are attached to the cards to attract the magnets. Students "fish" a card from the box and match it with the Latin root which is on a chart or on the chalkboard.

2. Concentration

Using a large sheet of poster paper the teacher pastes on card pockets similar to those found in library books. These pockets are either numbered or lettered. The number of pockets used depends on the number of items to be matched (18 to 20 pockets is usually sufficient).

Index cards are inserted in the pockets. The cards are printed with different items on them which are to be matched with English derivatives to Latin roots; Latin words to their meanings; Latin words to illustrations of the words; Roman numerals to Latin numbers; and, other variations.

The game is updated constantly as new units are taught. Several concentration game boards can be made to allow smaller groups of students to play. When this is done, the games can be traded so that each group has a chance to play each game.

3. Sack Game

On a large piece of poster paper ten lunch sacks with the Roman numerals for one through ten are taped (XI - XX are used in the sixth-grade program).

Index cards with addition and subtraction problems and the Latin numbers on them are prepared by the teacher. The student puts the card in the sack that represents the correct answer; e. g., II + III = ________ goes in the sack marked V.

4. Seek-a-Word Puzzles

The teacher uses the new vocabulary words in each unit and arranges them on a grid. The words can be arranged in the following ways:

```
horizontally ------------LATIN

horizontally but
   in reversed order-----NITAL

vertically -------------- L
                          A
                          T
                          I
                          N

vertically but
   in reversed order------N
                          I
                          T
                          A
                          L
```

The empty spaces are filled in by the teacher with a random selection of letters or words. The students are given a list of the Latin words used in the puzzle. They must find and circle these words.

5. Bingo

Each student is given a sheet with 25 empty squares on it. The middle square is marked liberus. The empty squares are completed by the students. The following variations can be used:

a. The teacher says a Latin word aloud. The student then draws a picture of the word in a square.

b. The teacher shows a picture. The student then writes in a square the Latin word that describes the picture.

c. The teacher says a Latin word aloud. The student then writes in a square an English derivative of the Latin word.

d. The teacher gives an English derivative of a Latin word. The student then uses the Latin root to fill in a square.

e. The teacher says a Latin number aloud. The student then writes in a square the Roman numeral that represents the Latin number.

The students are urged to select at random the square to be complted. This random selection of squares avoids the problem of having two papers alike.

As the students become adept at the game, more than 24 items can be used. This allows students to make their own decision in selecting items for their bingo sheets.

After the bingo sheets are completed, paper squares are distributed and used as markers. The teacher or a student calls the items at random. The "caller" decides what squares must be covered to win; i.e., four corners, a vertical row, horizontal row, diagonal row,etc. Postcards obtained from the American Classical League are awarded to winners.

6. Tic-tac-toe

A large piece of poster paper is divided into nine sections and covered with clear Contac paper or laminated in a dry mount press. Index cards marked with an O or X (five of each) are also protected in the same way. A loop of masking tape on the back of the cards will adhere them to the surface of the tic-tac-toe board.

Questions are printed on index cards with the answers in the right hand corner. Categories of questions are as follows:

Fortuna---------------Take a chance!
Romani numeri------- Questions about the Latin numbers and Roman numerals
Quid significat Anglice?-----------What does it (Latin word) mean in English?
Quomodo dicitur Latine?------------How do you say it in Latin?
Quid est?------------Pictures are shown and identified in Latin
English derivatives--------Questions about the meanings and uses of the derivatives and their root words
Gods and goddesses

The class is divided into two teams. The teacher or a student asks the questions. A team member can choose the category of question to be asked. The student of whom the question is asked must give the correct answer before marking a square with an O or X. No help may be given by other team members.

7. Game Day

Any combination of the above games are brought to class for "game day." The class is divided into small groups. Each group chooses a game. Games are traded between groups.

BINGO

		LIBERUS		

Appendix D: Questionnaires

Student Questionnaire
Latin Pilot Program
Alexandria City Public Schools
June, 1974

Circle the answer you feel answers the question best.

1. I have enjoyed being in the Latin Pilot Program.
   a. very much
   b. somewhat
   c. not at all
2. I would take Latin again if I had the chance.
   a. yes
   b. no
   c. maybe
3. I feel that Latin has helped me in my other subjects.
   a. yes
   b. no
4. I enjoyed the first year of Latin more than the second.
   a. yes
   b. about the same
   c. no
5. I enjoyed the second year of Latin more than the first.
   a. yes
   b. about the same
   c. no

Complete the following sentences.

1. The thing or things I liked most about Latin were
2. The thing or things I liked least about Latin were
3. I feel that Latin has helped me most in
4. Other comments

Parent Questionnaire
Latin Pilot Program
Alexandria City Public Schools
June, 1974

Dear Parents:

For the past two years your child has received 20 minutes of Latin instruction every day. Would you please take a few minutes from your busy schedule to answer the following questions about the Latin Pilot Program and your child's response to it?

Please do not sign the sheet. Have your child return this sheet to me at your earliest convenience.

Thank you for your cooperation.

Sincerely,

Miss Meg Conley, Teacher
Latin Pilot Program

1. My child has discussed with me activities in Latin class.
   a. frequently
   b. occasionally
   c. not at all
2. My child's response to the Latin Program on the whole has been favorable.
   a. yes
   b. no
3. I feel that the Latin Program has been beneficial to my child.
   a. yes
   b. no
4. I would like my child to continue his Latin study.
   a. yes
   b. no
5. Other comments

Resource Materials

Ancient Civilizations: Greece

Jon J. McCormack
The Instructo Corporation
Paoli, Pennsylvania

Ancient Civlizations: Rome

Jon J. McCormack
The Instructo Corporation
Paoli, Pennyslvania

Augustus Caesar's World

Genevieve Foster
Charles Scribner's Sons

Latin for The Grades: Book 1, 2, 3

Charles I. Freundlich
Amsco School Publications
New York, New York

Minnesota Pilot Project Visuals

Dr. Gerald M. Erickson
Department of Classics
University of Minnesota

Movie: Fra Iacobus

Film Associates
Available from
Bureau of Teaching Materials
State Department of Education
Richmond, Virginia

Myths and Legends of Ancient Greece and Rome
(filmstrips and cassettes)

Instructional Materials
Eye Gate House Inc.
Jamaica, New York

Myths of the Greeks and Romans

Michael Grant
New American Library
New York, New YOrk

New Larousse Encyclopedia of Mythology

Introduction by Robert Graves
The Hamlyn Publishing Group Limited

Philadelphia Materials
Instructional Services
The School District of Philadelphia
Philadelphia, Pennsylvania

How the Romans Lived and Spoke
(Romani Viventes et Dicentes):
A Humanistic Approach to Latin
for Children in the Fifth Grade.
Teachers Guide.

Legite Latine: Lectiones Latinae Tironibus
Gradu Quinto

Look for the Latin Word

Visual Cues to Accompany Romani Viventes
et Dicentes

Voces de Olympo: Echoes from Mount Olympus.
Teachers Guide

Legite Plura Latine: Lectiones Latinae
Tironibus Gradu Sexto

Visual Cues to Accompany
Voces de Olympo

Quomodo Dicitur? (How Do You Say It?)

Sister M. Emmanuel, O.S.V., M.A.
Calvert High School, Tiffin, Ohio

Haefling Printing Company
Tiffin, Ohio

Roman Life

Mary Johnston
Scott, Foresman and Company
Glenview, Illinois

Study Prints

Historical Reconstructions of Pompeii

Series #5680
Encyclopaedia Britannica Educational Corp.
Chicago, Illinois

Historical Reconstruction of Rome

Series #5670
Encyclopaedia Britannica Educational Corp.
Chicago, Illinois

Swords, Spears and Sandals: The Story of the Roman Legions.

Richard Suskind
W. W. Norton and Company, Inc.
New York, New York

The Adventures of Ulysses

Gerald Gottlieb
Random House
New York, New York

501 Tidbits of Roman Antiquity

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